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Interconnected Learning and Teaching. Foreign Language Education and Practice

Editorial Foreword

The second issue of **ILT – Interconnected Learning and Teaching. International Journal for Foreign Languages** brings together educators from all institutional levels to create an innovative, practice-oriented forum with a particular focus on foreign language didactics. We understand teaching and learning as ongoing developmental processes in which all participants are actively involved, allowing them to navigate the evolving demands and complexities of contemporary education. In this spirit, the present issue connects broader reflections on everyday pedagogical practice with accounts of initiatives that contribute to reshaping our shared global educational objectives. These are complemented by classroom-based experience reports and applied methodological approaches that can meaningfully inform and enrich daily teaching practice.

The first two contributions present the work of two research groups from the Republic of Moldova – one based at Alecu Russo Bălți State University and the other at Ion Creangă State Pedagogical University of Chișinău – examining the challenges involved in teaching foreign languages to young learners growing up in an era defined by rapid technological innovation. The first article, signed by Aurelia Bețivu and Tatiana Şova and entitled *The Role of Mass Media in Shaping the Identity and Social Perceptions of Young People*, examines how mass media influence the development of young people's identity and social perceptions. It explores the ways in which media convey values, behavioural models, and cultural norms that shape self-image and interpretations of reality. The authors analyse the distinct effects of traditional and digital media and underline the responsibility of media institutions to promote ethical and balanced communication. Such communication, they argue, is essential to fostering young people's critical thinking and autonomy within today's information society. Lilia Țurcan and Cristina Mihai discuss in their study on *Risk Factors for the Development of Student Aggression in Schools* the current research on student aggression and presents a comprehensive framework of risk factors across four domains: biological predispositions, cognitive distortions, situational triggers, and broader social environments. Drawing on models such as the General Aggression Model, it shows how vulnerabilities in one area can interact with pressures in

another to increase aggressive behaviour. The authors argue that effective prevention requires integrated interventions addressing students' traits, thought patterns, classroom dynamics, and school-wide norms. The article ultimately offers a structured foundation for designing targeted measures that promote safe and inclusive learning environments, with special attention to foreign language classes as communicative forums.

The URGE Project's Approach to Supporting Ukrainian Refugee Children in Romania, signed by the URGE project members (Irina Gheorghiu, Simona Hultoană, Ioan Juncu, Adrian Dinu, Ovidiu Ursa, Ştefan Colibaba) represents a detailed account of a collaborative initiative involving universities, schools, and non-governmental organizations from six partner countries (Bulgaria, Germany, Italy, Romania, Spain, and the Netherlands) and funded by the European Union under the Erasmus+ framework. The project supports the integration of Ukrainian refugee primary school children into national education systems by implementing informational and educational strategies that build basic language, communication, and intercultural skills. It highlights digital tools designed to create a supportive learning environment where children feel welcomed and included. The paper also emphasizes approaches that strengthen teachers' intercultural competence, ultimately facilitating the children's successful socio-cultural integration into their new communities.

The practical section of this second issue includes a series of contributions dedicated to the teaching of English, French, and German as foreign languages. These articles provide concrete methodological insights, offering teachers a wide range of practical tips, strategies, and classroom-ready activities. By presenting adaptable examples and hands-on techniques, they aim to enrich everyday instructional practice and support educators in addressing the diverse needs and learning styles of their students.

Alice Siretean offers a case-study on *Enhancing English Speaking Skills in Romanian 8th Grade Classrooms through Conversational AI* through Character.AI, a conversational AI platform, meant to offer opportunities to practice oral skills. By engaging students in persona-based dialogues and role-play scenarios aligned with the national English curriculum, the platform promotes unscripted conversation, enhancing oral fluency, reducing speaking anxiety, and fostering learner autonomy. Its voice-based interactions simulate real-life conversations, further supporting speaking proficiency. While occasional misinterpretations or lack of error correction require teacher guidance, Character.AI proves to be a valuable complementary tool that expands speaking

opportunities and helps students achieve curricular oral language objectives despite classroom constraints.

For the French classrooms, Brînduşa-Petronela Ionescu examines the integration of artificial intelligence (AI) in foreign language education, focusing on its potential benefits, current challenges, and ethical considerations. Her article, *L'intelligence artificielle au service de l'enseignement des langues. Innovations pédagogiques et enjeux actuels*, explores the use of AI-powered tools – such as ChatGPT, ElevenLabs, Suno AI, Wonderplan, and MagicSchool – in supporting language learning, cultural understanding, and assessment. It emphasizes the integration of AI with Open Educational Resources (OERs) to foster inclusive, critical, and student-centred teaching. Practical examples illustrate how educators can leverage AI to enhance intercultural awareness, learner autonomy, as well as both digital and communicative competencies.

A special case-study is offered by Elena Lilia Radu in her article *Mehrsprachigkeit in der frühkindlichen Bildung: Das Buchangebot des Bilibri-Verlags als Beitrag zu einem integrativen Ansatz im Kindergarten*, which explores the book offer of the German publishing house Bi:libri in the context of early childhood multilingual education and its contribution to an inclusive approach in kindergartens. The bilingual children's books, available in multiple languages, are complemented by audio materials to convey the sound, rhythm, and cultural aspects of the languages and the illustrations aim to strengthen native language skills while introducing additional languages. These books are suitable not only for German kindergartens but also for use in Romanian educational settings, promoting early language awareness, intercultural sensitivity, and an initial understanding of the sonority and cultural nuances of the German language.

Another valuable contribution to the German classroom is offered by Valentina Georgiana Berța in her article: *Die Interaktion als Methode der Sprechförderung im DaF-Unterricht. Didaktische Perspektiven über das interaktive Lernen und Raumgestaltung*. This article explores the role of interaction in teaching German as a foreign language, focusing on the development of the speaking competence. Starting from a theoretical analysis and a survey conducted among teachers from Romania and Germany, it highlights how varying social forms, such as pair and group work, and flexible classroom design can enhance oral production. The study emphasizes the importance of adaptive teaching methods and the use of supplementary, often playful, materials for fostering communicative skills and promoting effective foreign language learning. A special attention is drawn to the geography of the classroom and the way in which it promotes or hinders, depending on the landscape, the student interaction, highlighting the importance

of differentiated classroom design and innovative didactic approaches for the sustainable development of communicative skills in foreign language education.

Collectively, the articles in this second issue of **ILT – Interconnected Learning and Teaching. International Journal for Foreign Languages** highlight the value of flexible, innovative, and student-centred approaches that address the changing needs of learners and educators across disciplines. They underscore the significance of integrating technology, fostering critical thinking, promoting inclusivity, and attending to ethical considerations in the ongoing development of foreign language teaching.

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The Role of Mass Media in Shaping the Identity and Social Perceptions of Young People

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ABSTRACT

This article analyses the influence of mass media on the formation of young people's identity and social perceptions, highlighting the role of the media in transmitting values, behavioural models, and cultural norms. It investigates the mechanisms by which media messages contribute to the construction of self-image and the shaping of representations of reality. Additionally, it emphasizes the differing impact of traditional versus digital media, as well as the social responsibility of media institutions in promoting ethical, balanced communication capable of supporting the critical and autonomous development of young people in the information society.

KEYWORDS: mass media; education; personal development; online communication; educational blogs; adolescents.

Introduction

In the context of contemporary society, marked by media expansion and instant access to information, mass media plays a decisive role in the process of socialization and in shaping young people's identities. Mass media is no longer merely a channel for delivering information, but rather an active agent in shaping values, attitudes, and worldviews (McQuail, 2010). Through social networking sites, television, film, and digital platforms, young people construct their representations of self and others, internalizing behavioural models and cultural norms (Livingstone & Helsper, 2007).

The influence of mass media on identity development manifests itself both at the cognitive level (through the way youth interpret social reality) and at the emotional and attitudinal levels, affecting processes of self-evaluation and social belonging (Buckingham, 2008). At the same time, the diversity of communication media – from traditional press to new digital media – gives rise to a plurality of influences on young people's perceptions and beliefs, which are sometimes contradictory.

Recent research highlights that media education and development of critical thinking have become indispensable factors in consolidating an autonomous, responsible identity (Hobbs, 2016). Accordingly, this article aims at examining the role of mass media in shaping young people's identity and social perceptions, analysing the implications of this process for personal development and social integration in a world dominated by multiple information flows.

Context

Mass media enjoy the public's trust and are vested with multiple social functions. This status makes the media a functional alternative to institutions of symbolic power (Dobrescu & Bârgăoanu, 2003). Traditional mass media (press, radio, television) convey messages to a broad audience who remain only receivers, as their reactions are not directly known. New media, by contrast, are networks of interaction among users; they encourage direct audience involvement with the content, support dialogue among users, and rely on user-generated content. Digital networks eliminate some distinctions between producer and consumer in favour of end users (Jenkins, 2006).

Mass media have undergone a process of "Internetization", thus, media producers and consumers are often one and the same person. In practice, anyone can now have their own online media channel to broadcast any type of message. Before the Internet's advent, starting a publication was financially and logistically difficult. Today, however, any user can run a blog or website (Schifirneţ, 2014). The new communication media are not mere tools employed by individuals and institutions, but rather producers of new forms of culture and subjectivity. Just as books created a rational individual in the modern era of print culture, the multimedia age has given rise to new forms of identity and cultural experience (Poster, 2006).

Adolescence is a critical period for the formation of personal and social identity, during which young people define their values, beliefs, and role in society. According to Erikson's psychosocial theory, identity development is the central task of adolescence, involving the exploration and commitment to values that provide the self with meaning and coherence (Erikson, 1968). In the contemporary society, mass media, especially digital media, has become a major agent of socialization that influences this developmental process. Studies show that mass media have a significant impact on young people's attitudes, values, and behaviours (Mwangi et al., 2019). From television and social networks to websites and blogs, media content exposes young people to models, norms, and ideologies that can shape their self-perception and worldview.

Digital media plays an increasingly omnipresent role in young people's lives, embedding itself in their daily routines of learning, communication, and entertainment. Today's youth are "digital natives", permanently connected online, which provides them with expanded opportunities for self-expression and access to information, but it also brings challenges related to social pressures and idealized messages. Digital content can have complex influences: on the one hand, social platforms allow adolescents to construct their public identity and receive instant feedback, consolidating certain aspects of their self-image; on the other hand, exposure to unrealistic standards of success or beauty can generate insecurity and identity confusion (Nesvarova, 2025). A recent European study (MIMIc) has confirmed that social networks significantly influence how adolescents perceive themselves, especially regarding physical appearance and self-esteem. At the same time, researchers emphasize that online opinion leaders (influencers) "sell moral values and identity" to an audience at a vulnerable stage of life, thereby highlighting the power of the digital environment to transmit values and models of behaviour to young people.

Beyond the influence of social networks and digital entertainment, there are also digital media with educational purposes that can contribute positively to shaping young people's identities and values. Educational blogs, e-learning platforms, and online personal development resources provide content oriented toward reflection and learning, with the potential to guide youth in the process of self-discovery and the adoption of prosocial values. Specialized literature indicates that young people are not just passive media consumers, they are also active participants who select, interpret, and appropriate media messages according to their own identity needs. The "Media Practice" model proposed by Steele and Brown (1995) shows that adolescents' developing identity influences their media choices, and interaction with media content, in turn, contributes to (re)shaping identity in a continuous dialectical process. Thus, digital media not only reflects the interests and aspirations of young people but also offers them the cultural "material" from which they can construct their sense of self and understanding of the world.

In this context, the present article explores how the content of an educational blog, AXIOBLOG, contributes to shaping young people's identity and social perceptions. The AXIOBLOG defines itself as "the blog that inspires the young generation", publishing articles on personal development, values education, inclusion, and social responsibility. The case study presented aims to identify the central themes promoted by this blog and to analyse how such digital content can influence the identity formation of young people, in light of theories on identity and the role of mass media.

Methodology

To investigate the contribution of digital mass media to shaping youth identity, we conducted a qualitative empirical study based on content analysis of articles published on the AXIOBLOG platform. The approach we used involved for conventional (inductive) qualitative content analysis focused on identifying themes emerging directly from the data without preset categories, in accordance with recommendations from specialized literature (Hsieh & Shannon, 2005).

We intentionally selected articles relevant to the themes of identity, diversity, inclusion, and values formation, published in 2025 on AXIOBLOG. Specifically, we analysed all materials in the categories "Identity, Diversity and Inclusion" and "Values Education and Personal Development," as these content areas are most directly related to the construction of identity and values in youth. The articles published in these categories include titles such as: *"Who am I? Discover your values and build your identity," "Tolerance and openness to the new," "How to fight discrimination," "Cultural diversity and respect for differences," "Self-acceptance and acceptance of others,"* as well as the article *"#Alike – The colour within you can change the world"*. These materials explicitly address topics related to personal and social identity, acceptance of diversity, and the promotion of moral values, constituting a relevant corpus for the objectives of the study. A total of 6 articles, amounting to approximately 5 pages of text (around 3,000 words) were analysed.

The texts of the articles were imported into qualitative analysis software and coded thematically. The first phase of the study involved a thorough reading of each article, noting key concepts and main ideas. Next, we derived initial codes representing recurring ideas or values (e.g., self-knowledge, tolerance, responsibility, inclusion, self-esteem, cultural diversity, etc.). These codes were then grouped into broader themes based on semantic convergence among them. We also counted the frequency of certain formative values that appeared in the text (the number of explicit mentions of terms such as respect, responsibility, fairness, freedom, empathy, and so on). By proceeding in this way, we obtained both a qualitative perspective on the ideas promoted and quantitative indicators of the prevalence of different values in the blog content. To ensure rigor, the analysis was conducted by two coders who compared and harmonized the resulting thematic categories. Any disagreements regarding the categorization of a text segment were discussed until consensus was reached. While interpreting the data, we referred to the theoretical framework on youth identity formation under the influence of mass media, in order to integrate the findings into a broader explanatory context.

Results

The themes identified in the content subjected to analysis reveal a pronounced educational-formative orientation of AXIOBLOG, concentrated on several main areas: (1) self-knowledge and defining personal identity through values, (2) self-acceptance and the development of self-esteem, (3) promoting tolerance, diversity and inclusion, and (4) forming a system of moral (axiological) values as the foundation of identity. Each of these major themes is supported by recurring messages and examples in the articles, suggesting a coherent editorial strategy oriented toward cultivating a positive identity in young people.

First, the theme of self-knowledge through values is very prominent. The articles consistently invite the young reader to discover their own values and build their identity around them. For example, in the article *"Who am I? Discover your values and build your identity,"* it is stated that the fundamental question "Who am I?" can be approached by starting with the identification of one's personal values, defined as "the things that truly matter to you." That same article explicitly presents a list of essential formative values - such as fairness, respect, courage, loyalty, freedom, compassion, and responsibility - suggesting that these constitute each individual's "inner compass". The general message is that, by knowing and respecting their own values, young people can guide their decisions and actions, developing a stable and authentic identity. For instance, it is emphasized that values provide stability (resistance to social pressures), direction in life, and support for self-esteem (self-respect derives from upholding one's own values). This approach highlights the importance of moral values in consolidating young people's personal identity and integrity.

The second recurring theme is self-acceptance and the development of self-esteem. The blog content encourages young people to recognize and accept their own individuality - with their imperfections as part of the identity journey. Although some of the articles explicitly dedicated to this subject (e.g., *"Self-acceptance and acceptance of others"*) were not fully available in our corpus, elements of this message appear throughout the content: youths are guided to appreciate their uniqueness, avoid harmful comparisons, and view failures as opportunities for learning. In *"Who am I? …"* for instance, one of the practical tips is: "Allow yourself to make mistakes and learn - who you are is not a fixed label, but a journey of continuous discovery". This idea, identity as an open process, rather than something given, resonates with developmental theories that see adolescence as a period of experimentation and growth. The blog thus normalizes the process of identity exploration and counters young people's pressure to achieve perfection, instead reinforcing the value of authenticity and self-acceptance.

The third major theme is tolerance, diversity, and social inclusion. Many articles directly address the need to respect differences and combat discrimination. For example, pieces like *"Tolerance and openness to the new"*, *"How to fight discrimination,"* and *"Cultural diversity and respect for differences"* explicitly tackle these topics, emphasizing messages such as being open to new perspectives, understanding other cultures, empathizing with those who are different, and taking action against prejudices. Through these texts, the blog promotes an inclusive social identity, in which the young person perceives themselves as part of a diverse community and develops positive attitudes toward others. Although the exact content of these articles could not be reproduced here, their headlines and summaries clearly indicate an educational focus: young people are encouraged to become agents of inclusion, to say no to discrimination and bullying, and to cherish the richness of human diversity. This type of message contributes to young people's civic identity, developing their awareness of belonging to a pluralistic and equitable society.

Finally, the formation of moral and civic values is a cross-cutting theme across all the materials analysed. The blog has a pronounced values-oriented focus and not only lists values (such as those mentioned above) but also provides concrete contexts and exercises through which young people can internalize them. For instance, the articles frequently include practical sections (lists of exercises, reflection questions, suggestions for action) designed to actively engage the reader. Small self-discovery exercises are proposed: making a list of five important things in one's relationships with others, analysing the qualities of admired individuals (personal heroes), or observing situations when you get angry, as an indication of violated values. Additionally, in the end, the reader is asked to write a reflective journal entry answering such questions as "Which values define me now?" or "How can I better uphold these values in my daily life?". This interactive and reflective style of media communication is noteworthy: it does not limit itself to passive information transmission but urges young people toward introspection and practical application of ideas, which can increase the formative impact of the messages.

The frequency analysis of formative values in the texts suggests an emphasis on certain moral principles. All of the six articles contain explicit references to the concept of respect (both in terms of self-respect and respect for others, diversity, etc.), making respect the most promoted value, followed by responsibility (mentioned in 5 out of 6 articles, related to both personal responsibility in choices and social responsibility to the community), tolerance/acceptance (appearing in at least 4 articles, being the central theme of some and a subtext in others),

fairness/equity (4 articles), and compassion/empathy (3 articles). Additionally, freedom of expression and critical thinking are tangential values addressed in the context of encouraging young people to assert their identity and opinions (these appear especially in related categories of the blog, such as the "Freedom of expression and critical thinking" category).

We thus observe that the values promoted converge toward an ethical core of human dignity and harmonious coexistence: mutual respect, responsibility, honesty, courage to be authentic, empathy, and solidarity. The messages are predominantly positive and constructive, avoiding a distant moralizing tone; instead, they appear adapted to young people's vocabulary and are supported with examples that resonate with them. This accessible language, together with the practical component noted, suggests a deliberate attempt to engage young readers emotionally and cognitively, increasing the probability that the values and ideas conveyed will be received and integrated into their own identities.

Discussion

The case study results indicate that educational digital media, exemplified by AXIOBLOG, can play a significant role in guiding the identity formation of young people, especially through content focused on values and personal development. In light of identity theory, the blog's emphasis on exploring personal values as the foundation of identity validates classic perspectives which hold that internalizing values is essential for defining the self. Erikson (1968) contended that adolescents needed to experiment with and select from the society's myriad options those values and roles that provide a sense of continuity and authenticity to their identity. The articles in AXIOBLOG facilitate exactly this process of exploration and commitment to values: they offer young people conceptual tools (definitions of values, concrete examples), encourage them to reflect on their choices, and communicate that identity is constructed actively, day by day, through actions aligned with personal values.

This message also corresponds to Marcia's model of identity development, which claims that exploration (of various possibilities and values) followed by commitment (to a chosen set of values) leads to a clearer, more defined identity. The blog provides a safe framework for such exploration, similar to the exercise of guided self-discovery, unlike the chaotic realm of social media, where identity exploration often unfolds in an uncontrolled manner and under the pressure of immediate public reactions. The content of AXIOBLOG is consistent with viewing mass media as a prosocial agent of socialization. Whereas research on digital

media often emphasizes the risks (for example, the negative impact of social media comparisons on self-image or the promotion of materialistic values by influencers), the present study highlights the potential of digital media to promote positive values and build character. Through its themes of tolerance, respect, and social inclusion, the blog aligns with the ideals of education for democratic citizenship and intercultural coexistence.

Thus, AXIOBLOG offers a counter-discourse to messages of intolerance or superficiality that circulate in the online environment, reinforcing an open and empathic social identity in young readers. This aspect resonates with social identity theories (Tajfel & Turner, 1979), which maintain that belonging to groups and adopting the group's values influence one's self-image: in this case, young people are encouraged to perceive themselves as members of a broad human community defined by diversity and mutual respect, and to construct their identity in accordance with the values of peaceful coexistence. Another notable element is the communication approach employed by this educational digital platform. We observe an integration of storytelling techniques, practical exercises, and prompts for personal reflection. This approach can be viewed through the prism of social learning theories (Bandura, 2001), which suggest that people, especially youth, learn behaviours and attitudes not only through passive exposure to messages, but also through active engagement and credible models.

AXIOBLOG combines modelling (offering examples of positive situations and attitudes) with self-reflection (urging the reader to relate content to their own life) and building self-efficacy (conveying the idea that the young person has the power to construct their identity and make decisions aligned with their values). In this way, the blog has the capacity to serve as a tool for media and moral literacy: it not only provides content, but also develops critical thinking and introspection skills, which are essential in the contemporary digital environment saturated with information. Recent literature on youth and digital media emphasizes the need for such interventions. For example, Oliveira et al. (2024), in a review study, highlighted both the potential of digital tools to empower and include young people from diverse backgrounds and the need to support youth with media and digital competencies adapted to their cultural context. AXIOBLOG can be seen as a practical manifestation of these principles, providing a moderated, values-driven digital space where young people can exercise their identity in a constructive way.

Of course, the actual influence of a blog like this on youth identity depends on the extent to which the target audience accesses and engages with it. The presence of quality content on a digital platform does not automatically guarantee impact if young people do not actually read it or do not connect with its style and format. As

AXIOBLOG is a research-backed project (with academic funding, as indicated in the site footnote), we can assume the team behind it has considered factors to attract the young audience (an appealing design, accessible language, online distribution, possibly promotion through schools or youth networks). Nevertheless, assessing the reception of these messages remains an important area for further research. It would be useful to conduct surveys or interviews with the blog's users to determine the extent to which reading the articles has influenced their perspectives or behaviours. A comparison between the content and the approach of AXIOBLOG and those of other educational digital media initiatives in different countries could also reveal culture-specific elements in how identity formation via media is facilitated.

Overall, this discussion suggests that the digital environment, often perceived unilaterally either as a threat (exposure to risks, misinformation, negative models) or as a cure-all for modern education, actually has an ambivalent role that depends on content quality. This study highlights the positive aspect: when digital content is deliberately designed and used for values education, it can become an ally in the development of young people's identity, providing guidance and support during a phase of life filled with questions and struggles. By encouraging reflexivity, dialogue about values, and the adoption of an authentic and ethical identity, educational digital media like AXIOBLOG can contribute to shaping young people who are more self-aware, more empathetic, and better prepared to navigate the challenges of the contemporary world.

Moreover, the formation of young people's identity is also influenced by the ways in which foreign language teaching fosters intercultural understanding and reflective engagement with global media content. Learning a foreign language exposes students to diverse cultural narratives, value systems, and communication styles, enabling them to compare, reinterpret, and refine their own cultural identities. Authentic multimodal materials - films, online platforms, news sources, and social media content - develop the students' capacity to critically analyse how identity is constructed and represented across different linguistic and cultural contexts. This intercultural awareness strengthens their ability to navigate media influences with greater discernment and resilience.

Foreign language education additionally contributes to cultivating ethical and responsible communication among young people. Classroom practices encourage respect for diversity, critical evaluation of sources, and sensitivity toward cultural nuances, competences increasingly necessary in the contemporary media environment, where misinformation and polarized discourse are widespread. By engaging in collaborative tasks, debates, and comparative analysis of media texts

in multiple languages, learners acquire communicative skills grounded in empathy, clarity, and accountability. These experiences equip them to interact in digital and real-world spaces as ethical communicators, capable of resisting manipulative media narratives and participating constructively in intercultural dialogue.

Conclusions and implications

The AXIOBLOG case study highlights the formative role that digital mass media can play in shaping young people's identity and social perceptions. The analysed content demonstrates that an educational blog centred on values and personal development can offer young people important reference points in the process of self-discovery and understanding the world around them. The key messages promoted, namely knowing and upholding one's own values, self-acceptance, tolerance of diversity, and social responsibility, correspond to factors that theory and previous research have shown to support a positive, resilient identity.

In the digital era, where adolescents are subjected to diverse, sometimes conflicting virtual influences, the presence of credible and constructive online sources like the blog in question is especially important. On the one hand, such platforms can counteract certain negative influences (such as the culture of superficiality or intolerance propagated on social media) by providing an alternative focused on personal growth and human values. On the other hand, they can amplify media's positive effects by using the language and channels specific to the younger generation to transmit knowledge and values in an engaging way.

Implications for researchers

The present work opens the way for broader investigations into the impact of educational digital media on youth development. Future research could empirically measure the influence of consuming values-oriented online content on variables such as adolescents' self-esteem, empathy, degree of identity confusion, or civic attitudes. Additionally, exploring the processes of reception would be valuable: How do young people interpret these messages? What stylistic or media support elements (images, video clips, interactivity) enhance their efficacy? By understanding these mechanisms, scholars in the fields of communication and developmental psychology can offer informed recommendations for optimizing digital educational content.

Implications for media educators and educational practitioners

The results highlight the need to integrate media education components into schools and youth organizations. Teachers and trainers can utilize resources like AXIOBLOG as complementary didactic material to spark discussions with students about values, identity, and online behaviour. For instance, a teacher might assign reading a blog article on diversity as homework, followed by an in-class debate. These digital tools can facilitate the exploration of sensitive subjects in a manner attuned to the language of youth and can encourage students to reflect critically on media's influence on their own lives. At the same time, media educators should continue to develop young people's digital critical thinking skills so that they can discern between content that promotes their growth and content that could be harmful. Positive examples such as AXIOBLOG can serve as illustrative case studies in media education training sessions, demonstrating how ethical and useful online content can be created.

Implications for educational content developers

Developers of digital media aimed at youth can glean several key lessons from this study. Aligning content with the developmental needs of the target audience, in particular the needs for identity, autonomy, and relationships, is essential for messages to be relevant and convincing. A personalized narrative approach, a tone that is friendly yet respectful, and the inclusion of interactive elements (questions, exercises, challenges) appear to be effective strategies for engaging adolescent audiences. The ethical responsibility of content developers is highlighted by the finding that media truly "sells" values and identity models to young people. Those who develop platforms, applications, or media campaigns for youth should be aware of the formative influence they wield and commit to promoting prosocial values, inclusion, and mental health, thus counterbalancing the negative tendencies of commercial media. Finally, collaborating with experts in adolescent psychology and with young people themselves in developing content can ensure that the messages resonate more strongly, and when youth see themselves reflected in content, the chances that it will contribute to their identity formation increase significantly.

In conclusion, educational digital media can be a significant vector in shaping young people's identities, and the case study presented illustrates how intentionally positive, values-driven content can support the younger generation in becoming integrated, tolerant, and self-assured adults. For society, investing in such digital media initiatives is an investment in the future of human capital, contributing to the development of informed and empathetic citizens. As the online

environment evolves, it will be crucial for researchers, educators, and content developers to collaborate in using the digital sphere as a platform for growth and learning, not just for entertainment, so that young people's identities can develop harmoniously in the information age.

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Risk Factors for the Development of Student Aggression in Schools

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ABSTRACT

Student aggression in schools represents a multidimensional phenomenon resulting from the interaction of various risk factors. This article synthesizes contemporary theoretical and empirical research to present a comprehensive framework of these factors, organized into four interconnected domains: (1) biological and trait-based predispositions, (2) cognitive mechanisms such as hostile attribution bias and moral disengagement, (3) immediate situational triggers, and (4) broader social and environmental influences. Based on key models like the General Aggression Model and the Cognitive Neoassociation Theory, we demonstrate how vulnerabilities at one level interact with triggers at another to increase the likelihood of aggressive behavior. The article emphasizes that effective intervention requires integrated strategies that address student predispositions, cognitive distortions, classroom climates, and school-wide norms. By connecting this multi-layered theoretical framework to practice, the article provides a roadmap for developing targeted interventions that support safe and inclusive learning communities.

KEYWORDS: student aggression, risk factors, General Aggression Model, school climate, educational intervention, foreign language classrooms.

Introduction

Student aggression, defined as physical or verbal behavior intended to hurt someone (Singh, 2019), presents a significant challenge within educational settings. While theoretical perspectives offer explanations for the origins of such behaviour, an important step for effective intervention is identifying the specific risk factors that increase its likelihood. Aggression is not a uniform behavior but results from the interaction between internal predispositions and environmental conditions. A comprehensive understanding of these risks is essential for identifying institutional and pedagogical opportunities, such as those offered by

foreign language education, where students' engagement with authentic materials, intercultural experiences, and collaborative tasks fosters social competence, ethical communication, empathy, and tolerance and establishes normative and instructional conditions that promote prosocial behavior and reduce the likelihood of aggression**.** This article synthesizes the main risk factors for student aggression to provide educators and policymakers with a comprehensive framework for developing targeted prevention and intervention strategies.

Contemporary models of aggression emphasize integrative, multilevel explanations that consider biological, psychological, and social roots. Archer's (2009) ethological analysis provides a foundational lens, emphasizing that human aggression has adaptive, phylogenetic, developmental, and motivational dimensions deeply embedded in our evolutionary past. This view is complemented by Singh's (2019) tripartite taxonomy, which usefully categorizes the causes of aggression *into personal, socio-cultural, and situational domains. Personal causes* include personality, hostile attributional bias, disinhibition, narcissism, the TASS model, sensation seeking and gender differences. *Socio-cultural factors* include direct provocation, increased level of arousal, frustration, social status, exposure to media violence, violent or aggressive pornography and cultural norms. *Situational factors* include factors like heat, behavioral models, stress, reinforcement, aggressive cues, and the influence of substances, among others (Singh, 2019).

Berkowitz's (2012) cognitive-neoassociation model of aggression, as shown in Figure 1, provides a valuable framework for understanding impulsive aggressive behavior among students by emphasizing the interaction of dispositional, affective, physiological, and environmental factors.

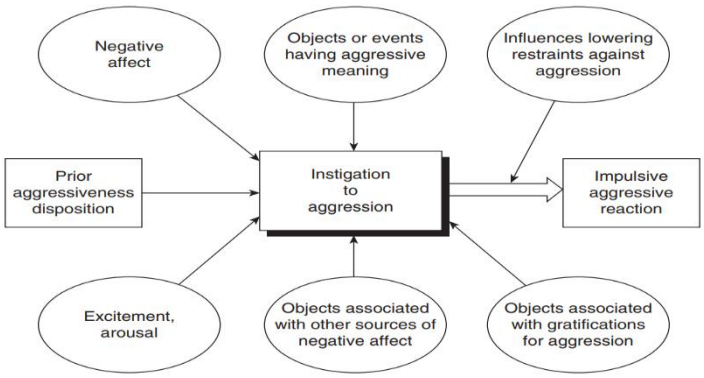
Negative affect
Objects or events having aggressive meaning
Influences lowering restraints against aggression
Prior aggressiveness disposition
Instigation to aggression
Impulsive aggressive reaction
Excitement, arousal
Objects associated with other sources of negative affect
Objects associated with gratifications for aggression

Figure 1. Influences affecting the magnitude of an impulsive aggressive reaction (Berkowitz, 2012)

In school settings, pre-existing aggressive tendencies such as impulsivity or hostile attribution bias may interact with negative emotions stemming from classroom frustrations, peer rejection, or embarrassment, and heightened arousal during exams or competitive activities can further amplify students' reactions to provocation. Aggressive cues, including bullying, teasing, or exposure to violent media, act as situational triggers, and stressors outside school, such as family conflict, can spill into the classroom to further increase vulnerability. At the same time, weak teacher supervision, unclear rules, peer norms that condone retaliation, and the reinforcement of aggression through peer approval or status gains reduce restraints on hostile behavior. When these influences converge, they increase the likelihood of impulsive aggressive reactions such as shouting, hitting, or bullying.

As synthesized by Jimerson, Hart, and Renshaw (2012), students who display antisocial and harmful behaviors in school often present early indicators such as *aggression, defiance, victimization, academic difficulties, and peer rejection* (White & Loeber, 2008). These students frequently exhibit *deficits in social competence, empathy, self-regulation, prosocial problem-solving, conflict resolution, and work habits* (Walker, Ramsey, & Gresham, 2004). They are less inclined to engage in teacher-pleasing behaviors and are more likely to endorse aggression as a means to achieve social goals.

Risk factors affecting school students' aggressive behavior

In order to capture the comprehensive range of factors contributing to student aggression, the risk factors are classified into four domains: *biological and trait-based, cognitive, situational, and social/environmental risk factors* (Fig. 2). This categorization enables a systematic examination of inherent predispositions, cognitive and emotional mechanisms, immediate environmental triggers, and broader social contexts, providing a coherent framework for understanding their interactions and informing targeted interventions.

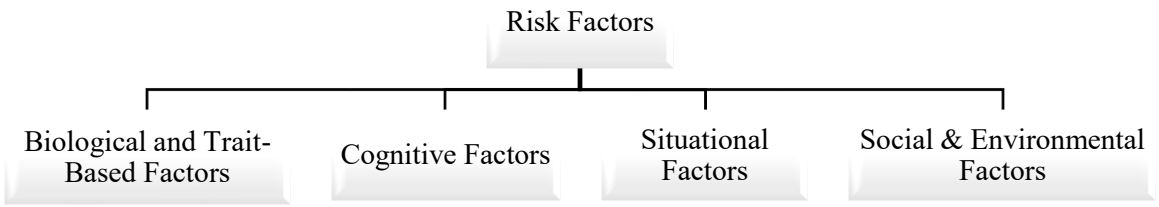

Figure 2. Risk factors affecting school students' aggressive behavior

Biological and trait-based factors

A substantial body of scholarship highlights the importance of biological and dispositional influences in shaping aggression. Ethological and psychoanalytic perspectives were among the first to frame aggression as an innate drive. Lorenz (1966) conceptualized aggression as instinctive, serving an evolutionary purpose by enabling individuals to defend resources or secure social dominance (Eibl-Eibesfeldt, 2017). Freud (1920/1955) similarly viewed aggression as rooted in an intrinsic death instinct (*Thanatos*), which could be displaced or sublimated into socially acceptable activities (Goldstein et al., 2013).

Advances in neuropsychology have offered more specific explanations of biological risk. Raine (2002) demonstrated that impairments in prefrontal cortical functioning, which diminish *self-regulatory capacity*, in combination with heightened limbic system activity that intensifies emotional reactivity, predispose individuals to impulsive aggression. Hormonal correlates, particularly fluctuations in testosterone and cortisol, have been associated with dominance-oriented aggression and stress reactivity. Dysfunctions in serotonergic regulation further amplify irritability and impulsive responses.

Beyond neurobiology, personality traits provide enduring markers of risk for aggression. Research using the Five-Factor Model consistently links *high neuroticism, low agreeableness, and low conscientiousness* to heightened aggressive tendencies (Dam et al., 2021; Chester & West, 2020), forming a profile of emotional volatility, antagonism, and poor impulse control. *Trait anger*, a stable tendency to experience frequent and intense anger, further amplifies risk by limiting self-regulation and promoting overreactions to minor provocations (Wilkowski & Robinson, 2008). Network analyses indicate that difficulties in anger regulation act as central nodes, activating and sustaining other aggressive traits (Chen et al., 2024). Although these biological and dispositional factors do not determine aggression, they establish a foundation of vulnerability that increases the likelihood of hostile behavior when cognitive biases, situational triggers, or social reinforcement are present.

Cognitive risk factors

Aggression arises not only from dispositional tendencies but also from the cognitive mechanisms through which individuals interpret and respond to social cues. One of the most extensively studied processes is *the hostile attribution bias*. Wilkowski and Robinson (2008) argue that individuals with high levels of trait anger are

predisposed to interpret ambiguous cues, such as accidental bumps or neutral facial expressions, as intentional provocations. This interpretive bias increases the likelihood of reactive aggression, as students perceive hostility where none was intended. *The General Aggression Model* (Bushman & Anderson, 2002) integrates this phenomenon, proposing that repeated exposure to aggression, whether through family, peers, or media, primes hostile expectations. These expectations create a cognitive environment in which aggressive responses appear both justified and inevitable.

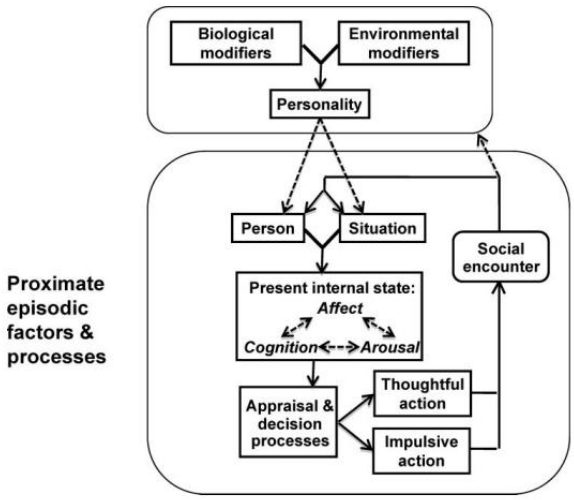

Figure 3. The General Aggression Model: Theoretical Extensions to Violence (DeWall, Anderson & Bushman, 2011)

The General Aggression Model illustrated in Figure 3 shows how aggression emerges from the dynamic interaction between personal and situational factors. Biological and environmental modifiers influence personality, which in turn shapes how a person interprets and reacts to situational cues. During a social encounter, internal states, comprising affect, cognition, and arousal, mediate responses, leading either to thoughtful or impulsive action through appraisal and decision-making processes. In the school context, this model helps explain how students' aggressive behavior arises when personal vulnerabilities such as trait anger or low self-regulation interact with stressful classroom situations, peer provocation, or perceived injustice. The model highlights that aggression in schools is not spontaneous but the result of interdependent cognitive, emotional, and situational processes that can be redirected through self-regulation training and supportive school climates.

Closely related are *aggressive scripts*, which serve as mental templates for responding to conflict. Huesmann (1988) first demonstrated that children acquire scripts through both *observational and enactive learning*. Observing peers, siblings, or media characters resolve disputes with aggression provides models that are encoded into memory. Over time, these scripts become automatic responses, guiding behavior without deliberation. Guerra and Huesmann (2004) expanded this account by proposing *a cognitive-ecological framework*, where aggressive scripts are reinforced in contexts where aggression is normative or rewarded. Such scripts do not simply encode actions; they also incorporate beliefs about the legitimacy of aggression and expectations about its outcomes.

Another important mechanism is *moral disengagement*, whereby individuals employ cognitive strategies to justify aggressive behavior, reframing it as deserved by the victim or inconsequential, thereby circumventing feelings of guilt and shame, allowing aggression to persist over time (Bandura, 2014), a process that can be further reinforced in school settings when peer groups legitimize retaliatory aggression in response to perceived disrespect.

Physiological arousal also plays a role in shaping cognitive responses. Zillmann's (2008) *excitation transfer theory* maintains that residual arousal from prior stressors carries over into subsequent interactions. When this lingering arousal is misattributed to new provocations, it can magnify emotional reactions, making students more likely to respond aggressively, which helps explain why reactions sometimes appear disproportionate to the immediate trigger. This heightened arousal interacts with frustration, which, according to the *frustration–aggression hypothesis* (Dollard et al., 1939), generates aggressive impulses when goal-directed behavior is blocked. Berkowitz (1989) refined this view by emphasizing that aggression arises primarily when frustration is accompanied by negative affect, and more recently, Kruglanski et al. (2023) argued that aggression is most likely when frustration threatens social significance, through experiences such as humiliation or rejection, positioning aggressive behavior as a means of restoring dignity and reasserting status.

Situational risk factors

School environments often contain stressors that can trigger hostility, particularly when students already display predispositions toward aggression. Berkowitz's (2012) Cognitive Neoassociation Theory emphasizes that aversive stimuli, such as *overcrowding, excessive noise, and elevated temperatures*, immediately activate

associative networks linked to aggression. These conditions heighten arousal and negative affect, biasing judgments toward hostility.

Another situational mechanism is deindividuation, originating with Le Bon's (1895) work on crowd psychology. In this state, anonymity and group immersion *reduce self-awareness and weaken adherence to social norms* (Spears, 2017). Mann, Newton, and Innes (1982) demonstrated that individuals were more aggressive when acting anonymously, and subsequent studies confirm that diminished accountability fosters antinormative behavior (Perfumi et al., 2019; Spears, 2017). In schools, deindividuation is particularly relevant in group contexts where students feel anonymous or supported by peers, facilitating collective bullying or retaliatory violence.

Acute experiences of strain also function as immediate situational risks. Agnew's (1992) General Strain Theory highlights that *academic failure, victimization, or perceived unfair treatment* generate negative emotions, especially anger, that increase the probability of aggression. These strains are especially potent when perceived as unjust, intense, and enduring, and when students lack adaptive coping resources. In the classroom, inconsistency in disciplinary practices or perceived favoritism by teachers can intensify anger, motivating retaliatory behavior.

Thus, situational risk factors provide the *proximal triggers* of aggression. By increasing arousal, reducing accountability, or generating anger through acute stress, they convert latent vulnerabilities into observable aggressive behaviors.

Social and environmental risk factors

Aggression does not emerge solely from immediate triggers but develops within broader contexts that extend beyond the classroom. These influences include *family environments, peer networks, institutional climates, and cultural norms,* all of which provide the conditions in which aggressive tendencies are either reinforced or inhibited. Chronic conditions such as *overcrowding, scarcity of resources, and physical disorder* act as long-term stressors. Rather than functioning as momentary triggers, these persistent circumstances cultivate irritability and hostility over time. In schools, ongoing competition for limited resources, whether material (books, technology) or social (teacher attention), can escalate conflict and normalize aggressive responses.

School climate is a central determinant of aggression at the institutional level. Agnew (1990) notes that schools characterized by *punitive approaches, inconsistent*

discipline, or weak collaboration among staff foster perceptions of alienation and injustice. When such climates persist, they reinforce chronic anger and hostility. Conversely, structured environments with clear expectations, prosocial norms, and conflict-resolution mechanisms serve as protective factors by modeling constructive responses to conflict.

Aggression is also socially learned and reinforced. Bandura's (2014) Social Cognitive Theory shows that students acquire aggressive scripts by *observing peers, family members, or media figures*. Through repeated exposure, these behaviors are internalized and strengthened via reinforcement mechanisms, such as gaining social dominance or avoiding punishment (Huesmann, 1988). Over time, aggressive responses become habitual, resistant to change, and transmitted across peer networks.

From a social interactionist perspective, violent behavior is driven by three main motives: *coercion, retribution, and self-presentation*. Individuals may resort to aggression to enforce compliance, punish those perceived as intentionally harmful, or defend their social image. Retaliatory acts often combine these motives, aiming to deter future aggression, restore justice, and protect one's honor, especially in the presence of others (Berg & Felson, 2020). Moreover, beyond peer interactions, *cultural and normative contexts* influence how aggression is perceived and legitimized. As Guerra and Huesmann (2004) observe, in environments where aggression is culturally approved or rewarded as a marker of identity, students tend to internalize aggressive behavioral scripts.

Conclusion

Aggressive behavior in educational contexts emerges from the interaction of biological predispositions, cognitive distortions, situational stressors, and social environments. At the individual level, genetic vulnerabilities, neurochemical imbalances, and maladaptive personality traits, such as high neuroticism, low agreeableness, or elevated trait anger, lower the threshold for hostile reactions and increase the likelihood of misinterpreting social cues. These vulnerabilities operate within cognitive–emotional processes, including hostile attribution biases, aggressive scripts learned from prior experiences, moral disengagement, and deficits in self-regulation, which determine whether frustration and anger are channeled constructively or expressed through aggressive behavior. At the situational level, triggers such as peer challenges, insufficient supervision, excessive noise, or competitive pressures increase arousal and reduce inhibitory control, providing immediate cues for aggressive responses. At the social and

institutional level, influences from peers, group dynamics, school climate, cultural norms, and institutional rules can either reinforce or inhibit aggressive behaviors, highlighting that aggression results from the complex interaction of individual, situational, and contextual factors rather than from a single cause.

Educational environments that reward retaliation, tolerate inconsistent discipline, or culturally valorize harshness normalize and sustain aggressive behavior, whereas spaces that promote tolerance, empathy, and inclusion establish normative barriers that reduce hostility and encourage prosocial responses. In particular, pedagogical contexts dedicated to foreign language learning provide opportunities to develop prosocial competencies, as they combine linguistic acquisition with exposure to diverse cultural perspectives and moral frameworks, fostering reflection on personal attitudes and behaviors, the development of tolerance, empathy, and ethical communication, and the reduction of aggressive or exclusionary behavior (Doğan, 2023). This development is supported through students' interaction with authentic materials, personal experiences, native speakers, and active engagement in foreign language lessons, as sensitivity to others' perspectives, respect for diversity, and tolerance of ambiguity are essential for intercultural language learning (Kohonen et al., 2014). Intercultural dialogue, as defined by UNESCO, is a transformative process of communication between cultures based on mutual respect and empathy, providing a framework for building trust and collaboratively addressing shared challenges, thereby supporting the development of prosocial dispositions in the school context (UNESCO, n.d.).

Analysis of the complexity of aggressive behavior indicates that interventions focused solely on individual traits or isolated triggers are insufficient. Effective strategies for addressing such behavior involve strengthening emotional self-regulation, challenging cognitive distortions, fostering tolerance, cultivating a positive school climate, and reforming social norms that support aggression. Within this framework, students' engagement in foreign language lessons through narratives, dialogues, and collaborative tasks operates as a pedagogical mechanism that facilitates the interpretation of affective states, the respectful negotiation of meanings, and the assumption of responsibility for individual contributions, thereby fostering moral awareness and prosocial dispositions (Doğan, 2023) and contributing to the establishment of harmonious and ethically oriented interactions within educational environments.

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The URGE Project's Approach to Supporting Ukrainian Refugee Children in Romania

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ABSTRACT

The article focuses on the Urge project, a collaborative initiative involving universities, schools, and non-governmental organizations from six partner countries (Bulgaria, Germany, Italy, Romania, Spain, and the Netherlands) and funded by the European Union under the Erasmus+ framework. The project aims to assist the integration of Ukrainian refugee primary school children into the national education systems of these countries. The paper focuses on the informational and educational strategies and tools that have been implemented to develop refugee children's basic language, communication, and intercultural skills. It also outlines new approaches that utilize digital resources to create a supportive environment, enhancing language learning experiences and ensuring that the children feel welcomed and valued in their new surroundings. These efforts aim to support the socio-cultural integration of Ukrainian primary school children into local communities and enhance the intercultural competence of teachers working with refugee children.

KEYWORDS: Ukrainian refugee children, digital resources, integration, foreign/host language learning

The European context

The war in Ukraine has forced people to abandon their homes, with children among the most vulnerable, bearing both the trauma of displacement and the challenge of adapting to unfamiliar environments. Across Europe, many refugee primary school children struggle to integrate into new education systems while managing loss, separation, and cultural dislocation. Their needs encompass not only language acquisition but also emotional support, intercultural understanding, and opportunities for meaningful peer interaction. Yet, there remains a significant gap in materials and teacher training to address these complex challenges. In response, the URGE project (2024 – 2026), Erasmus+ funded, aims to support the integration of Ukrainian refugee children in six countries: Bulgaria, Germany, Italy, Romania, Spain, and the Netherlands. By developing informational and educational tools that foster language, communication, and intercultural skills, the project meets children's learning, social, and emotional needs, strengthens their motivation, and enables positive socio-cultural interactions within their new school communities.

The URGE project

Project outcomes

The project outcomes are based on its collection of the foreign language teaching and learning techniques promoted by previous endeavors on the topic, which have proved their effectiveness in addressing the learning, social, and emotional needs of refugee learners. In addition, the project has developed interactive infographics as an engaging educational tool providing country-specific information for Ukrainian refugee children in the six host countries. These infographics include information on the cultural specifics and languages of the host countries, local education systems, opportunities offered by primary education for Ukrainian children, and recognition of acquired competences. Moreover, the project offers Interactive Learning Tools for Ukrainian children, designed for digital and physical use, aiming to develop basic language, communication, and intercultural skills of primary school children. The Tools incorporate different foreign language learning approaches and digital resources organized around priority topics that address the learning, social, and emotional needs of displaced learners (The URGE project, 2025).

The target group's profile

Ukrainian refugee primary school children often carry the burden of trauma – separation from family, friends, and the safety of their homeland – while simultaneously displaying the developmental traits typical of young learners. They bring with them anxiety, fear, and sadness, yet remain spontaneous, curious, and eager to explore through play, imitation, and discovery. Their short attention spans and vulnerability to boredom make it essential that educators provide varied, engaging activities tied to common learning goals. These children thrive on active involvement, performance, and experiential exploration, where mistakes are seen not as failures but as steps in their development. Because they are coping with disrupted attachments and uncertainty, positive reinforcement and praise are especially critical, offering emotional stability and motivation. Storytelling, role play, and visual aids can help them process trauma while fostering social skills and resilience. For refugee children, foreign language learning is not only about acquiring the knowledge and skills of the host language but also about rebuilding trust, belonging, and hope in an environment where safety and encouragement are consistently reinforced.

Theoretical framework

Plurilingualism and translanguaging in childhood

Encouraging plurilingualism in childhood – understood as a child's integrated repertoire of languages and varieties (the Council of Europe, 2001) – enhances learning and well-being. Meaningful exposure during sensitive periods supports sound and grammar acquisition, strengthens executive functions (including attention, working memory, and flexibility), and enhances metalinguistic awareness, as skills transfer across languages. In school, additive approaches that keep the home language present raise motivation, lower anxiety, and improve attainment, especially for multilingual and refugee learners. Translanguaging is how this stance becomes practice: children draw flexibly on all their languages to make meaning, rather than keeping them in separate "boxes" (García, 2016). Used with Ukrainian refugee young learners, translanguaging lowers the affective filter (anxiety, fear of failure, a concept popularized and standardized by Krashen in 1982) and enhances comprehension by allowing brief L1 (mother tongue) planning, clarification, or note-taking before producing in the host language. In class, this can mean planning in Ukrainian and presenting a short product in the host language, as well as using multilingual word walls and dual-language labels. It also involves providing concise L1 explanations of task instructions, reshaping

Ukrainian notes into host-language captions, and offering bilingual peer support followed by whole-class rehearsal of target chunks. The result is faster acquisition of high-frequency phrases, better retention, and more participation – crucial for recently displaced children who benefit from reduced stress and early "wins." Translanguaging also aligns with Cummins' interdependence hypothesis: growth in L1 supports L2 (the foreign/host language, Romanian, in our case) because core abilities (phonological awareness, vocabulary depth, text structures, inference, study strategies) are shared. Strong Ukrainian literacy and oral development, therefore, accelerate host-language literacy and content learning; suppressing Ukrainian risks weakening this foundation. Translanguaging validates all classroom languages, fostering a sense of belonging, self-esteem, and intercultural competence. Plurilingual pedagogies – story-rich input, formulaic chunks, and translanguaging – nurture empathy and a secure sense of identity, preparing children to participate confidently in diverse communities (Cummins, 1979; Bialystok, 2001; Adesope et al., 2010; Galante, 2022).

The role of fairy tales in children's growth and development

Fairy tales and stories play an important part in children's cognitive, emotional, and social development. They serve as educational tools that help children comprehend complex life events and navigate challenges (Kuciapiński, 2014; Ruban et al., 2024) they cannot otherwise investigate. Through storytelling, children explore different viewpoints, develop empathy, and build personal resources - enhancing their resilience and capacity for positive adaptation (Wood et al., 2012; Theron et al., 2017). Research also indicates that fairy tales foster intercultural competence, empathy, and reflection on stereotypes, contributing to a more nuanced understanding of others and reducing prejudice (De Vries et al., 2017). Additionally, storytelling influences family relationships and social connectedness, which are crucial for emotional well-being (Koenig Kellas, 2005).

Most fairy tales center on characters' journeys marked by loss of home and security (Kostecka, 2017) and hardships, such as separation from familiar surroundings, exile, and encounters with danger (Haase, 2000). These narratives symbolize developmental stages – heroes leaving home, facing displacement, and looking for safety – mirroring children's own growth and experiences of change. The fairy-tale landscape often reflects themes of alienation and displacement, with settings like forests, castles, and cages symbolizing threats and danger, but also the possibility of eventual safety and belonging (Crago, 2005; East et al., 2010). Fairy tales present growth as a process of overcoming adversity, with stories often culminating

in positive resolutions that restore hope, trust, and resilience. This consistent pattern of positive endings helps children develop a sense of optimism and trust in the possibility of recovery and renewal.

For Ukrainian children affected by war, displacement, and trauma, fairy tales serve as a powerful metaphorical and therapeutic resource. Many children experience physical and psychological dislocation, perceiving their familiar environment as threatened or transformed - similar to the hostile landscapes in fairy tales (Haase, 2000). The symbolic spaces of separation and alienation present in fairy tales can resonate with their own experiences of displacement, offering a language to interpret trauma and loss. For example, the themes of exile and safe return in fairy tales like "Hansel and Gretel" mirror the children's journeys through displacement and the hope of returning home - recast into a reimagined, hopeful space (Haase, 2000). Contemporary Ukrainian authors harness these narrative strategies, employing therapeutic storytelling to validate children's experiences, foster resilience, and provide hope through symbolic plots, imagery, and positive resolutions (Efimova, 2024). The power of fairy tales to "aid individuals in overcoming personal difficulties, enhancing their emotional well-being, and fostering developmental growth" should be exploited to mitigate despair and facilitate emotional healing during times of crisis (Ruban et al., 2024: 55).

Fairy tales function as therapeutic instruments - bibliotherapy, healing with books - that support children in externalizing fears, processing trauma, and imagining recovery (De Vries et al., 2017). The structured narrative process - identification, catharsis, and insight - enables children to empathize with characters, draw parallels with their experiences, and reframe their challenges in a hopeful context. Research shows that storytelling reduces anxiety, depression, and somatic symptoms, while fostering hope, gratitude, and self-acceptance (Gonçalves et al., 2017; Milaré et al., 2021). Fairy tales and stories enhance resilience by portraying experiences of overcoming adversity in a positive light, illustrating that growth and recovery are possible even after trauma (Wheatley & Turner, 2020). Furthermore, stories provide a safe space for children to externalize fears, access resilience, and imagine a reconstituted sense of home amid destruction. They help children map their experiences of displacement onto the symbolic geography of fairy tales - spaces of alienation, danger, and eventual safety - thus offering a psychological framework for understanding and coping with their realities (Haase, 2000).

In times of crisis, such as the ongoing war in Ukraine, these processes become especially vital. UNICEF (2024) states that Ukrainian children face heightened fear, anxiety, and trauma; fairy tales, particularly picture books, address these

struggles by combining textual and visual strategies that guide emotional expression and healing. Studies of emotions in children's literature highlight the role of the interaction between children and stories, as fairy tales and stories "can move a reader in a different way" (Coats, Papazian, 2023: 7). By offering new ways of structuring personal experience, they can turn into a "force for positive transformations" in the lives of children experiencing despair and trauma (Reynolds, 2007: 113; VisikoKnox-Johnson, 2016).

Fairy tales, with their symbolic landscapes, archetypal journeys, and optimistic resolutions, play a multifaceted role in children's development. They serve as educational tools, emotional supports, and therapeutic instruments – especially crucial for Ukrainian children facing the trauma of war and displacement. Through these stories, children can find hope, trust, and comfort (Ramamurthy, 2024; UNICEF, 2024).

Infographics

An infographic is a visual representation of information or data that integrates graphics, photos, and text to convey complicated information clearly and concisely. Infographics function as a visual cognitive approach, organizing and structuring material to enhance their understanding and appeal to the audience. Several fundamental elements characterize infographics as a visual thinking technique. Infographics use visual elements - such as icons, charts, graphs, and illustrations – to simplify complex information, allowing viewers to quickly understand key ideas. They arrange content systematically, frequently employing layouts that direct the viewer through the information in a coherent sequence, facilitating the comprehension of links between concepts. By integrating visually appealing features, infographics attract attention and enhance interest in the subject, hence facilitating retention and recall of the supplied information. Infographics (such as pie charts or bar graphs) display quantitative data visually, facilitating the identification of patterns and connections that may be less apparent in raw data formats. They can convey a narrative or process through visual illustrations, aiding in the contextualization of information for the viewer and enhancing comprehension. Furthermore, the use of colour, font, and imagery in infographics can elicit emotional reactions that enhance engagement. Infographics merge aesthetic appeal with instructive content, effectively conveying difficult ideas while enhancing the audience's learning experience, making it more engaging and memorable (Matrix & Hodson, 2014; Bicen & Beheshti, 2017; Cortoni et al., 2023). While infographics can be a powerful tool for visual thinking and communication,

several issues may arise in their design and interpretation. Infographics may prioritize visual appeal over accuracy and clarity, leading to misleading or incomplete information. Infographics may selectively present information that confirms preconceived notions or ideas while ignoring contradictory evidence. Viewers may misinterpret the information presented due to a lack of understanding or design limitations (Matrix & Hodson, 2014; Bicen & Beheshti, 2017; Cortoni et al., 2023).

When encountering infographics, learners tend to interpret them through social and cognitive biases shaped by their visual perception. Moreover, data visualizations can contain errors that further influence understanding. When an individual interprets an infographic for communication, they employ interpretative patterns that encompass grouping, organizing, and linking to formulate a value judgment based on their observations. The recipient's attentiveness during the intake of the artifact may influence these patterns. These tendencies may result in diverse interpretations of the same evidence, depending upon the individual's prior beliefs and knowledge set. Therefore, data visualization should be designed with an understanding of these biases to improve clarity and efficacy in communication. Moreover, educators must prompt students to examine their own biases and assumptions while analyzing infographics, thereby cultivating a more sophisticated comprehension of information. Integrating many sources and formats can facilitate a comprehensive understanding of the subject. To mitigate these biases, teachers can help children develop critical thinking skills by encouraging them to evaluate infographics critically, question assumptions, and consider alternative perspectives. "Critical thinking is essential for human development and the only defense against illusion, deception, superstition, and self-ignorance of ourselves and the world around us" (Cortoni et al., 2023: 552).

The URGE project uses interactive infographics as engaging educational tools to support Ukrainian refugee children across six host countries. These infographics deliver detailed, country-specific information customized for refugee children and their families. To improve engagement and interactive learning, the infographics incorporate educational videos, interactive quizzes, digital breakout activities, and QR codes that connect to supplementary resources. This dynamic methodology promotes user engagement, rendering the material more accessible and fascinating. The partners developed 30 infographics, five for each partner country, which provide culturally and linguistically meaningful digital learning resources. These resources support Ukrainian children as they adapt to school, equip parents with essential information to guide their children's education, offer teachers valuable tools like supplementary materials and language courses, and foster

cross-cultural understanding through engaging, relevant content. The infographics cater to diverse audiences, including children and parents for independent learning, educators in classrooms and integration programmes, and stakeholders like NGOs and schools engaged in refugee assistance. The interactive infographics are designed to facilitate a smooth, informed, and culturally sensitive integration process for Ukrainian refugees in their new host nations.

Teaching children

Foreign language learning – learning the host language – plays a dual role for Ukrainian refugee children. It is the pathway to full participation in school and community, and, when taught with care, it becomes a medium for recovery, belonging, and hope. Teaching the host language to Ukrainian primary school children works best when it is additive, low-stress, and story-rich – and when it deliberately takes advantage of the full repertoire many children bring: Ukrainian, the host language, and sometimes a little English. The translanguaging approach used in our project treats these languages as complementary tools for meaning-making and prioritizes clear, low-load communication first. The aim is rapid functional communication in the host language without erasing Ukrainian, while using any existing English as a helpful bridge when it reduces cognitive load. Teachers are encouraged to start with safety and clarity using predictable routines, visual schedules, calm pacing, and opt-in speaking. Comprehensible input comes before form, through short, high-frequency chunks embedded in everyday routines ("May I… please?", "Here you are," "Help, please," "I need a break," plus host-language equivalents at greetings, transitions, tidy-up, and home time). Gestures, pictures, puppets, and Total Physical Response allow children to understand without constant translation, while predictability lowers anxiety and speeds learning. Ukrainian is kept visible and valuable via dual-language labels and a multilingual word wall (Ukrainian–host language, and, where helpful, English). Children are invited to plan and draft in Ukrainian, then reshape their products into the host language with teacher support, and to use mixed-language partner talk for planning followed by short host-language performances or captions. Bilingual mini-books and pictures with QR audio in Ukrainian and the host language extend practice to the home. English, when present, is used strategically as a scaffold rather than a target. It supports abstract concepts, shared international vocabulary, and classroom instructions ("circle, match, underline"). Teachers highlight true and false cognates and build small Ukrainian–host language–English glossaries. As children's confidence in the host language grows, English prompts are gradually faded out. Because stories play a

central role in this approach, they are carefully selected to provide a safe, familiar background. Teachers are encouraged to use gentle picture books and fairy-tale motifs, including Ukrainian folklore, with clear helpers, safe spaces, and hopeful resolutions. These texts become the basis for high-impact, translanguaging-friendly activities. Examples include role-play, readers' theatre, sequencing picture cards, and "read-and-draw". These activities turn rich input into low-risk, supported output. At the same time, stories carry much of the social-emotional work of the classroom: they provide natural contexts for feelings check-ins ("I feel…") and self-advocacy language ("I need a break," "Help, please") in the host language. Children rehearse these phrases through puppets, games, and simple dialogues. This practice helps them name emotions and ask for support in ways that feel both safe and meaningful. This procedure respects trauma-aware teaching, reduces cognitive load, and uses every language available to move children swiftly into host-language participation. At the same time, it protects identity and relationships by keeping the Ukrainian language active and inviting families into the learning loop. Where English is present, it serves as a helpful stepping-stone, not a detour. The result is faster, more functional communication in the host language, stronger reading and speaking skills, healthier peer connections, and increased confidence—all without loss of the home language (Wright, 1995; Adesope et al., 2010; García & Seltzer, 2016; MacSwan, 2017; De Vries et al., 2017; Duarte, 2018).

Digital games and stories intertwine to make host language learning fun and relaxing for refugee children in the "Learning by playing" project outcome. The learning environment is a digital story, with a friendly fox as the main character. The fox guides the children through a deep enigmatic forest, where they meet characters from Ukrainian folklore and culture who help them feel at home and find their way. Throughout their journey, the children face a series of challenges presented by the folklore characters they encounter. To overcome each obstacle, they must respond to thought-provoking questions posed by these characters, turning every challenge into an engaging opportunity for learning and discovery. The most difficult questions come from Baba Yaga. The questions are interactive learning exercises meant to develop the children's basic language, communication, and intercultural skills. They are organized into categories: interactive vocabulary development, basic conversation practice, grammar learning activities, integrating cultural context, and emotional and social learning. These digital exercises are designed to holistically support Ukrainian children's integration into their new environment by fostering cultural, emotional, and social development alongside language skills. Through interactive vocabulary games, conversation practice, and grammar activities, the children can build basic language abilities in engaging

ways while learning about local customs and traditions through cultural scavenger hunts and storytelling. Emotion recognition games and social skills role-plays help the children identify and express their feelings appropriately, promoting emotional intelligence and social competence. By incorporating culturally relevant content, bilingual interactions, and gamified reinforcement, these tools encourage the children to connect with their new surroundings confidently and comfortably, facilitating smoother cultural adaptation, emotional resilience, and social integration in their host communities.

The engaging game in the form of a story uses infographics and short videos, which contain typical elements and facts about Romania and the other host countries, to help the children become familiar with common cultural practices in the host country, avoid cultural misunderstandings, feel more confident and welcome in everyday life, learn the local language, make friends, and join games and activities with other children. These digital, story-based resources can be accessed at home with parents and other relatives whenever and as many times as they want, contributing to strengthening the family relationships and also to the child's integration into the new country. Together, these methods stimulate faster and more practical use of the host language, improved reading and speaking skills, better relationships with classmates, and growing confidence while preserving the home language.

Teachers' feedback

We presented the project to important regional and national stakeholders and decision-makers who can play an important role in the success of our endeavors in Romania. We explained our goals, target audience, strategy, and expected results and asked them to preview the tools designed so far (videos, Interactive Learning Tools – exercises and activities focusing on linguistic and cultural issues). We informed them of the significance of their comments for enhancing the tools developed and provided them with the evaluation questionnaire to complete. The method was effective, resulting in a substantial number of respondents.

This phase involved 10 educators (inspectors, principals, and teachers) from seven institutions in Iaşi and Bucharest. The educators were asked to express their perspectives on various areas of the guidelines (Figure 1), indicate which element they considered most beneficial, and highlight the most intriguing features and strengths of the project.

Please tick one of the numbers below where 1 = Poor and 10 = Excellent

Relevance	□ □ □ □ □ □ □ □ □ □
Accessibility and attractiveness	□ □ □ □ □ □ □ □ □ □
Coherence	□ □ □ □ □ □ □ □ □ □
Clarity	□ □ □ □ □ □ □ □ □ □
Innovativeness	□ □ □ □ □ □ □ □ □ □
Usability	□ □ □ □ □ □ □ □ □ □

Figure 1. Evaluation of the interactive mats and guidelines

Evaluated against the project criteria such as relevance, innovativeness, accessibility, usability, and impact, the stakeholders' responses regarding the effectiveness of videos and digital exercises created to support the educational, social, and emotional needs of refugee children reveal a strong endorsement of the project's value. The stakeholders' insights provide clear directions for strengthening future development while affirming the resources' potential to transform learning experiences for refugee children.

The educators consistently emphasized the importance of tailored support and praised the capacity of the project to integrate technology as an inclusive tool. They believed that digital resources could accommodate different learning styles and linguistic backgrounds, helping to create a welcoming classroom environment. The teachers also highlighted how the exercises can act as bridges for social integration, encouraging collaboration and intercultural dialogue among peers. This positive feedback underscores the role of the project in fostering inclusive teaching practices that respond directly to the needs of refugee children. The stakeholders valued the digital exercises that the project proposed for their ability to turn the pupils into active participants in the learning process. The teachers reported that the hands-on and exploratory activities sparked curiosity, sustained motivation, and had the potential to make lessons more engaging. Importantly, the emphasis on creativity was seen as a powerful means of encouraging refugee children to express themselves and build confidence in unfamiliar educational contexts. This recognition points to the long-term potential of the exercises in supporting both cognitive development and emotional resilience. Another key theme in the feedback was the capacity of the materials to enhance inclusivity and

strengthen social bonds. The educators observed that group work and collaborative tasks reduced feelings of isolation and helped the refugee children to form positive relationships with classmates. By supporting socio-cultural interaction and valuing diversity, the exercises contributed to building cohesive school communities where every child felt recognized and empowered. The stakeholders praised this outcome as central to refugee children's successful integration.

The numerical ratings provided further evidence of strong approval. With scores ranging from 8.4 to 9.3 and an overall average of 8.7, the project clearly resonates with its intended audience. Innovativeness received the highest score of 9.3, reflecting appreciation for the novel integration of technology into refugee children's education. Accessibility and attractiveness followed closely at 9.1, highlighting the user-friendly design and engaging content, while usability scored 9.0, confirming the practical value of the resources. These high ratings demonstrated that the project not only met but also exceeded expectations.

Despite the absence of a formal piloting phase, the teachers expressed a strong willingness to adopt and adapt the materials within their classrooms. Their enthusiasm signals a collective belief in the impact that the resources may have on refugee children's learning and socio-emotional well-being. This proactive readiness suggests that a future pilot would likely yield rich insights and reinforce the scalability of the project. The stakeholders' feedback affirms that the project successfully promotes inclusive, engaging, and culturally sensitive learning environments for refugee children. Looking ahead, the following steps are recommended:

- Introduce a pilot phase to capture more detailed evidence of practical impact.
- Offer targeted training and continuous support to help teachers optimize technology integration.
- Refine and expand the resources based on ongoing user feedback to ensure relevance, usability, and cultural responsiveness.

By building on these positive evaluations, the project is well positioned to further enhance refugee children's learning experiences, strengthen their social integration, and support their emotional well-being across diverse European contexts.

Future developments of the project

Future developments of the project will focus on finalizing the creation of infographics and videos that are engaging, culturally sensitive, and tailored to the diverse needs of refugee children. These multimedia resources will be integrated into the story with the friendly fox, designed to resonate with the children's lived experiences, fostering a sense of familiarity, comfort, and belonging. Once completed, a pilot phase will evaluate the effectiveness of these integrated materials in supporting refugee children's adaptation to new environments. The findings will inform further refinements, ensuring that the resources not only enhance language learning but also help children build confidence, develop meaningful social connections, and navigate their new cultural and educational settings with greater ease.

Conclusion

The project demonstrates a significant positive impact on both teachers and children by effectively combining storytelling with digital exercises and interactive activities. This innovative integration goes beyond enhancing digital literacy and creative expression; it also nurtures emotional well-being, engagement, and a sense of belonging among young learners. By embedding learning within context-rich, story-based challenges, educators are able to stimulate critical thinking, problem-solving, and creativity while fostering inclusive classroom environments where every child feels valued. Equally important, the methodologies developed provide teachers with adaptable tools that can be tailored to diverse linguistic, cultural, and emotional needs. This flexibility is particularly crucial for refugee children, who often face the dual challenge of integrating into new educational systems while coping with the effects of trauma and displacement. Through supportive, story-driven learning, the project equips teachers to strengthen both academic growth and socio-emotional development, creating a pathway for children to build confidence, form social connections, and navigate new cultural contexts with resilience.

Overall, this integrated strategy lays a strong and sustainable foundation for nurturing well-rounded individuals. By bridging learning, creativity, and emotional support, it prepares children, especially those in vulnerable situations, not only to succeed in their immediate educational environments but also to carry essential life skills of adaptability, collaboration, and resilience into their futures.

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Enhancing English Speaking Skills in Romanian 8th Grade Classrooms through Conversational AI: The Case of Character.AI

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ABSTRACT

For Romanian 8th graders, large class sizes and limited instruction time often curtail opportunities to practice speaking, hindering attainment of national curriculum targets (*Limba modernă* 1, clasele V-VIII) for skills such as storytelling, dialogue, making suggestions, and asking questions. This article examines the integration of Character.AI, a conversational AI platform, to provide supplemental interactive speaking practice aligned with these curricular objectives outside the classroom. Through AI-driven persona-based dialogues and role-play scenarios, students engage in unscripted conversations that mirror 8th grade speaking tasks, effectively extending functional language use beyond crowded classroom settings. Key outcomes include improved oral fluency, reduced speaking anxiety, and greater learner autonomy, as the AI's patience and non-judgmental stance creates a safe environment for repeated practice and risk-taking in language use. Moreover, the platform's voice-based capabilities enable spontaneous spoken interaction, closely resembling real-life conversations and further reinforcing learners' speaking proficiency. While the AI occasionally misinterprets context or lacks explicit error correction, these limitations are manageable with appropriate teacher guidance. Overall, the findings underscore the pedagogical value of Character.AI as a complementary tool that aligns with Romania's English curriculum and substantially enhances students' speaking opportunities, helping them meet oral language objectives despite classroom constraints.

KEYWORDS: English as a foreign language, AI-assisted speaking practice, learner autonomy, curriculum alignment.

Introduction

In Romania's lower secondary schools, English is taught as *Limba modernă 1* (first foreign language) starting at age 7, with students in 8th grade (around age 14) expected to reach roughly an A2+ proficiency level by the end of the cycle. Developing oral communication skills is a key objective of the national curriculum, but practical constraints - such as large class sizes and tight schedules – often curtail the time each student can spend actively speaking English. This paper

explores how conversational AI technologies, particularly the Character.AI platform, can help bridge this gap by providing scalable, interactive speaking practice. We focus on alignment with Romania's *Limba modernă 1* curriculum for 8th grade, highlighting how AI-driven chat partners can support speaking functions (for example, asking questions or making suggestions) and tasks like storytelling, dialogue, and role-play that are emphasized in the curriculum. Drawing on emerging research and classroom implementations from other contexts, we examine the effectiveness of AI conversation tools in improving learners' speaking skills and confidence. Finally, we propose concrete strategies for Romanian educators to integrate these tools into their teaching practice and curriculum planning, in order to supplement or substitute traditional teacher-led speaking activities and thereby enhance students' oral English proficiency.

Speaking skills in the Romanian 8th grade curriculum

The Romanian national curriculum for modern languages (*Limba modernă 1, clasele V-VIII*, approved by Ministerial Order 3393/2017) lays out clear expectations for 8th grade students' communicative abilities in English. By this stage, learners are expected to handle everyday communication scenarios at the A2+ level and even begin some B1-level competencies. The curriculum document outlines specific competencies and provides examples of learning activities to develop each skill area. For speaking (*Exprimarea orală*), the 8th grade curriculum emphasizes functions such as narrating events in the past, participating in informal conversations, expressing suggestions and reacting to proposals. For example, students should practice narrating personal experiences or stories (*Relatarea unei întâmplări / a unor experienţe personale*), describing what they did last week or during a holiday. They are also expected to engage in simple dialogues on general topics - discussing experiences, films, or personalities - and to carry out dialogues for practical tasks like planning a school trip or project. Additionally, the curriculum includes role-playing informal interactions, such as making and responding to suggestions among friends (for example, a role-play scenario: "you are on the phone with a friend who proposes a collaborative project"). These tasks target pragmatic speaking skills: making suggestions, reacting to ideas, inviting or refusing politely, which correspond to functional language acts (acte de vorbire) listed in the curriculum (*a face/accepta/refuza o invitaţie; a propune/sugera ceva; a exprima opinii favorabile sau defavorabile*). Equally important, the curriculum addresses the quality of interaction and speaking performance. Students are encouraged to self-evaluate and peer-evaluate their spoken production, reflecting

on clarity and accuracy. The 8th grade program suggests activities like recording oneself speaking and then listening back for errors or giving feedback on classmates' audio/video recordings (such as student-made podcasts or vlogs). It even proposes creative speaking assessments, such as presentation contests on stimulating topics (the wackiest character, the most beautiful experience, 'vote for me' speeches) to motivate learners to speak more and pay attention to expressive quality.

These examples illustrate that the Romanian curriculum is quite progressive in theory - it values interactive speaking tasks, learner autonomy in evaluating speech, and engaging contexts. However, teachers must fit them into a limited timeframe. Typically, 8th graders have only a few English lessons per week (often 2 hours), during which teachers must cover multiple skills (listening, reading, writing, grammar) in addition to speaking. In practice, truly communicative speaking exercises-like the dialogues, storytelling, and role-plays recommended-may occur infrequently or with only a subset of students participating, due to time constraints. Moreover, as we discuss next, class conditions in Romanian schools can make it difficult to give every student adequate speaking practice in each lesson.

Challenges of limited speaking practice in large classes

Romanian secondary school classes are often large, commonly ranging from 25 to 30 students in an urban public-school setting. If each student were to speak for even one minute in a 50-minute class, little time would remain for instruction, feedback, or other activities. In reality, many students end up speaking only a few sentences in English per week in class, which is far from optimal for developing fluency. Teachers also face the challenge of monitoring and correcting so many speakers at once, which often leads to more chorus drilling or teacher-led Q&A, rather than genuine interactive conversation practice for each student. Studies have noted that in countries with similar conditions, "providing sufficient practice for each student on speaking performance [is] impossible" when classes are big and time is short. Indeed, Chinese researchers Ma et al. (2025) observe that despite six years of compulsory English education, many learners still struggle with speaking fluency due to "lack of exposure to authentic English-speaking context" and constraints such as limited in-class time and large class sizes. Teachers often resort to Romanian for efficiency or focus on reading and grammar exercises that are easier to manage in large groups, inadvertently reducing opportunities for

student talk in English. Another challenge is student anxiety and lack of confidence when speaking a foreign language in front of peers. Adolescents may fear making mistakes or being judged on their pronunciation and grammar, which can lead to reluctance in participating (Ma et. al., 2025). The formal school setting, with the teacher as evaluator, can amplify this anxiety (Horwitz et. al.,1986). The Romanian curriculum's suggestion to use peer feedback and contests aims to create a more positive, motivating environment, but these methods still involve an audience of classmates. As a result, actual communicative practice can be dominated by a few outgoing students, while others stay silent - a phenomenon widely observed in large EFL classes (Anderson, 2016).

This gap calls for innovative solutions that can provide additional speaking interactions, ideally in a personalized, low-pressure manner. Conversational AI offers one such solution, anytime, anywhere. Advances in natural language processing now enable chatbots to understand user input and generate human-like responses across a range of topics and unscripted, dynamic conversations. Importantly, AI partners are infinitely patient and non-judgmental, which can reduce learner anxiety. Research indicates several affordances of AI chatbots for language learning. The chatbot can take on various personas or roles (for example, a travel agent, a friend, a shopkeeper), aligning with common communicative scenarios students need to master. AI can also provide instant feedback or corrections in some cases, though this feature varies by platform. Even when not explicitly correcting, an AI model's responses implicitly signal whether the learner's input was understood, prompting the student to adjust or try again. Another benefit is the flexibility and personalization of AI conversations: learners can talk about topics of interest to them or repeat scenarios until they feel comfortable. A variety of AI-driven tools have emerged in recent years to support language practice. For instance, mobile apps like *Duolingo* and *Liulishuo* (an AI English tutor popular in China) incorporate AI for speech recognition and dialogue simulations. A recent experimental study with Chinese university students found that using an AI-powered speaking app for just 10 weeks significantly improved their speaking pronunciation and fluency compared to a control group (Ma et. al., 2025). Likewise, chatbots like *ChatGPT* or *Replika* have been informally used by learners to practice conversation by typing, though they are not designed specifically for pedagogy and may lack language-level tuning or structured curricula (Shaikh et. al., 2023).

Among the conversational AI tools, Character.AI stands out as a platform that allows the creation and use of custom AI personas for open-ended conversations.

Some are user-generated personalities (historical figures, fictional characters, or specialized tutors), and others are general assistants. Character.AI's dialogues are unscripted and persona-driven, simulating the feeling of real-life interaction. For example, a learner could practice interrogative questions by chatting with a "detective" character who prompts them to ask questions, or practice past-tense narration by telling a story to a "curious friend" character. While not built exclusively for language education, Character.AI has gained attention for its potential. Significantly, as of 2024, Character.AI introduced a voice conversation feature called Character Calls, allowing spoken two-way dialogues (Character.AI Blog, 27 June 2024). With this feature, students can literally talk to the AI using a microphone and hear the AI respond in a realistic voice - like having a phone call. The platform supports multiple languages for voice input and output (English, Romanian, and others) and offers a range of voice options (different accents, ages, etc.) for the characters. This is a critical development: it means AI can now facilitate oral practice, not just text-based chat. Voice interaction can be used for anything, from polishing language skills to practicing job interviews or storytelling. Early user community feedback shows people have been using Character.AI's voice calls for language learning and even creative narration tasks. (Character.AI Blog, 27 June 2024) An 8th grade student in Romania could have a 15-minute spoken conversation in English with an AI character on their smartphone - getting far more speaking practice than they might in an entire week of class.

Character.AI as a tool for English speaking practice: evidence and benefits

A recent qualitative study by Napitupulu and Dalimunte (2025) in Indonesia examined high school students' perceptions after using Character.AI for English speaking practice. Learners noticed reduced hesitation in speaking, better sentence construction, and enhanced vocabulary usage. The AI's persona-driven dialogue helped simulate a real interlocutor, which pushed students to formulate responses more naturally and spontaneously than in rote classroom drills. Moreover, the study highlighted a reduction in anxiety. Several participants noted that talking to the AI was less intimidating than speaking in front of peers or teachers. That study also shed light on some challenges of using Character.AI. Students observed that the AI sometimes had limited contextual understanding or gave irrelevant responses, which could disrupt the flow of conversation. There were also technical issues reported, such as occasional errors in speech recognition or

"accent misinterpretation" when the AI struggled with non-native pronunciation (Napitupulu, Dalimunte, 2025). Additionally, Character.AI (like most AI chatbots) does not proactively correct grammar or pronunciation in real-time.

Despite these limitations, students in the Indonesian context overwhelmingly viewed Character.AI as a valuable tool for speaking practice, especially in situations where human partners were limited. The researchers conclude that Character.AI has strong potential to enhance speaking fluency and learner autonomy, provided it is used alongside teacher guidance and other language support (Napitupulu, Dalimunte 2025). In other words, AI chat is not a standalone solution to speaking mastery, but it can significantly augment traditional instruction.

Beyond formal research, anecdotal evidence from online educator communities and early adopters echoes similar benefits. Teachers have reported that shy students "find their voice" by first practicing with a chatbot. Learners enjoy the gamified aspect of chatting with characters, and some treat it like a game or storytelling exercise. (Poth, 2025) The persona aspect of Character.AI can be leveraged to match student interests. A student might practice functional language like making suggestions or polite requests by interacting with an "AI Travel Agent" character to book an imaginary trip, covering typical dialogue lines as per the curriculum (greeting, asking for information, suggesting an itinerary, etc.). Students can practice at their own pace, repeat for reinforcement, or even pause to look up a word and continue - all without the pressure of holding up a real partner.

Character.AI and similar tools address the problem of limited classroom speaking time by enabling out-of-class practice. For example, a homework task could be: "Have a 10-minute conversation with the AI on Character.AI about a topic of your choice and write down five new expressions you have learned." This transforms homework into an interactive speaking exercise, as opposed to the traditional worksheet. Promoting such usage can help fulfil curriculum goals that are otherwise hard to meet in limited class hours.

Aligning AI conversations with curriculum tasks and functions

One of the strengths of using Character.AI for 8th grade English learners is that it can be directly aligned with the curriculum's prescribed speaking tasks and functions. Teachers can design activities or scenarios in Character.AI that mirror

those in the curriculum. Below are a few key speaking skill areas from the Romanian curriculum and how AI can support each:

Narrative speaking (Relating events): The curriculum expects students to recount personal events or stories in the past tense. For example, a homework assignment (that should be recorded for the teacher to check) might have students chat with a friendly character named "Curious Friend" and tell them about "what you did last weekend" or "a funny incident from your holiday" aligning with the task of "*relatarea activităţilor de săptămâna trecută*." The AI can ask follow-up questions (especially if the character is designed with a curious personality), which trains students to answer unpredictable questions - a key aspect of fluency.

Dialogues and role-plays: The curriculum includes many dialogue-based scenarios - planning an event, discussing experiences, preparing for a project, etc. For example, for the function of making and responding to suggestions in an informal dialogue, students could use a character like "Planner Bot" to practice organizing a school activity. The student might initiate: "Let's organize a class picnic. What do you think?" and the AI (role-playing a classmate) could respond, suggesting an alternative or expressing a concern: "That sounds fun! Maybe we should also invite our English teacher? Or do you think we should keep it just among students? "This kind of back-and-forth lets the student practice proposing ideas and reacting (accepting, politely declining, etc.). Similarly, for role-playing (like the curriculum's phone call example), a student can engage in a voice call with an AI character. The AI's ability to carry multiple turns of dialogue ensures the conversation can continue longer than a scripted textbook dialogue would.

Question-Asking (Interrogatives): While not explicitly listed as a separate item in the 8th grade curriculum, the ability to ask questions is fundamental to conversational competence. For example, a teacher might assign students to chat with an "English Tutor" character or even a historical figure character, where the student's job is to ask the character at least five questions (Who? What? When? Why? How?) during the conversation. The AI will answer, and possibly ask questions back, but this ensures the student practices grammar and social use of questions, including asking for clarification - just as the curriculum requires.

Expressing opinions and feelings: The curriculum aims for students to express favorable or unfavorable opinions on topics and react to ideas. AI characters can prompt opinion sharing: for example, a character that discusses movies or music can ask the student "What's your opinion about this song?" or "Did you like the movie we have just watched? Why or why not?" The student can practice giving a

brief opinion and supporting it, and the AI can agree or playfully challenge them, which forces the student to articulate more. This can be especially useful for preparing for oral exams.

Pronunciation and fluency: Some AI tools also incorporate pronunciation feedback, that is scores and corrections, such as ELSA Speak or the one used in the Chinese study. Character.AI's voice feature does not simply use it but provides pronunciation practice and immediate comprehension feedback – if the pronunciation was not clear enough, the student may rephrase or try again. Teachers could blend these: using Character.AI for free-form fluency practice and another app for focused pronunciation drills. Additionally, recordings of AI conversations could be saved and later reviewed in class as part of the self-evaluation exercises the curriculum recommends. A teacher might have students share a short audio clip and reflect: "How did you speak? What do you think you could improve?" thereby integrating AI practice with reflective learning.

Teachers do not have to abandon curriculum objectives; rather, they leverage a new tool to achieve those objectives more effectively.

Implementation strategies for Romanian educators

A thoughtful implementation strategy is the key. Below are concrete steps and considerations for making the most of these technologies in a pedagogically sound way:

- **Introduce AI tools gradually and train students**: The teacher might demonstrate a Character.AI conversation live - for example, greeting an English Tutor character and asking it a few questions - so that students see how it works and what the interface looks like. Clear guidelines should be given for appropriate use: staying on task in English, using respectful language with the AI (as practice for real courtesy), and not sharing personal data (a digital literacy point) (UNESCO, 2023). If the school has a policy against phone use in class, the teacher might obtain permission for an exception during designated AI practice activities, or alternatively, schedule AI practice as homework where students use their own devices at home.
- **Align with lesson plans and objectives**: Teachers should integrate AI activities into their lesson planning, rather than use them as isolated novelties. For instance, if a unit's objective is practicing past tense

storytelling, the teacher can plan a two-part lesson: one class session where students outline a story (perhaps in pairs) and rehearse key vocabulary, and a follow-up where each student tells their story to an AI character via a voice call or chat. The AI portion can be done in class if devices are available (students with smartphones could pair up so one monitors while the other speaks, then switch roles), or as an at-home assignment. The next day, students can report back on their AI conversations - on what the character asked, how the conversation flowed, etc. This debrief connects the AI practice with classroom learning and allows the teacher to address any language issues that arose. By tying AI use to specific curriculum goals (like "use at least three past perfect sentences in your story" or "practice the dialogue from the textbook with the AI playing one role") the practice remains targeted and effective.

- **Leverage existing characters or create custom ones**: A teacher could create a custom chatbot character tailored for their class – for example, "Ms. English Helper - an AI that always speaks at 8th-grade level and helps you practice for your exam." This character's description can include prompts to ask the student many questions, correct them gently by rephrasing mistakes, or focus on specific topics from the syllabus. One student might practice with "Sherlock Holmes" (to develop question-forming skills in a mystery context), another one with an "English Chef" character (for functional language about food and instructions), and so on. The teacher can later have students share which character they chose and what they talked about, adding a fun element of storytelling to the class.
- **Address challenges and set boundaries**: It is important to acknowledge and mitigate the limitations of AI tools. Teachers should explain that the AI might sometimes give strange or incorrect responses, and if that happens, students should not be discouraged but rather use it as an opportunity to clarify ("I'm sorry, I didn't understand that. Could you rephrase?" – a useful communicative strategy in itself). One implementation idea is to have students record or save their chat transcripts and then reflect on them with the teacher, discussing the correct usage. On the technical side, schools will need to ensure that there is adequate internet connectivity for using these tools and perhaps set time limits so usage remains focused (AI chats can be engaging and run long if unchecked).
- **Encourage independent practice and autonomy**: One goal of integrating AI is to foster greater learner autonomy, a trait that the curriculum values (through self-evaluation and project work). An educator

might set up an "English Speaking Challenge" where for one month, students aim to spend 10-15 minutes a day chatting with an AI in English. They could keep a log of which days they practiced and a "new phrase I have learned today". This kind of independent challenge could be incentivized with small rewards or simply celebrated in class to motivate participation. By policy, schools could consider allowing the language lab or library computers to have accounts on such AI platforms so that students who do not have devices or internet at home can still access the practice after school. It would also be beneficial for the Ministry of Education or district authorities to disseminate curated lists of approved AI tools and usage guidelines to ensure consistency and address any privacy concerns (UNESCO, 2023).

- **Evaluation and recognition**: Lastly, educational policy can encourage schools to formally recognize and evaluate speaking progress achieved through such tools. For example, oral assessments could incorporate tasks that students have rehearsed with AI. The curriculum's focus on continuous assessment and self-evaluation of speaking could be tied to AI usage logs as speaking portfolios. Recognizing these gains in report card comments or internal certifications can validate the approach. Over time, if data shows substantial improvement, the Ministry might consider scaling up the practice to other grades or other languages, cementing conversational AI as a standard component of foreign language pedagogy.

Conclusion

Romania's 8th grade English curriculum aspires to produce confident, A2+/B1-level speakers of English, equipped to handle everyday conversations, share stories, and express ideas in the language. Achieving this in practice has been challenging under the constraints of limited classroom time and large student groups. By serving as always-available conversation partners, AI characters can help students practice speaking functions – from asking questions to narrating events - far more often than class alone would permit. Evidence from other countries shows that AI chat practice can improve fluency and confidence, especially by lowering the psychological barriers that often hinder classroom participation. Character.AI's introduction of voice calls further makes it a powerful tool for oral language development, essentially bringing one-on-one speaking rehearsal to any student with a smartphone. For Romanian educators, the key is to harness these tools in alignment with the national curriculum. This paper has illustrated how specific

8th grade curriculum tasks – like storytelling, dialogue, role-play, and self-evaluation – can be supported and extended through AI-facilitated practice. We have also outlined practical strategies for integration. Ultimately, conversational AI should be seen as an adjunct to the teacher, not a replacement. It can offload some of the routine practice (Xu, et. al., 2024). By doing so, class time can be used more efficiently for structured feedback, cultural nuances, and complex communicative tasks that require human guidance - while the AI takes on the role of tireless practice partner. In conclusion, adopting Character.AI and similar conversational agents in Romanian schools could significantly enhance oral English practice, helping students meet curriculum goals and overcome current limitations. It exemplifies a modern, learner-centred approach: students actively engaging in communication, learning by doing, and using technology in meaningful ways.

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L'intelligence artificielle au service de l'enseignement des langues. Innovations pédagogiques et enjeux actuels

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ABSTRACT

This article examines the integration of artificial intelligence (AI) in foreign language education, focusing on its potential benefits, current challenges, and ethical considerations. It examines various AI-powered tools, including ChatGPT, ElevenLabs, Suno AI, Wonderplan, MagicSchool, and discusses their role in supporting linguistic competence, cultural understanding, and assessment practices. The study also highlights the importance of combining AI with Open Educational Resources (OERs) to promote inclusive and critical teaching approaches. Practical examples are provided to help educators integrate AI effectively, encouraging intercultural awareness, learner autonomy, and the development of digital and communicative skills.

KEYWORDS: artificial intelligence (AI), foreign language education, AI-powered tools, ethical considerations, learner autonomy.

RÉSUMÉ

Cet article examine l'intégration de l'intelligence artificielle (IA) dans l'enseignement des langues étrangères, en mettant l'accent sur ses avantages potentiels, les défis actuels et les considérations éthiques. Il étudie divers outils propulsés par l'IA, notamment ChatGPT, ElevenLabs, Suno AI, Wonderplan, MagicSchool, et analyse leur rôle dans le développement de la compétence linguistique, de la compréhension culturelle et des pratiques d'évaluation. L'étude souligne également l'importance de combiner l'IA avec les Ressources Éducatives Libres (REL) afin de promouvoir des approches pédagogiques inclusives et critiques. Des exemples pratiques sont fournis pour aider les enseignants à intégrer efficacement l'IA, en favorisant la sensibilisation interculturelle, l'autonomie des apprenants ainsi que le développement de compétences numériques et communicationnelles.

MOTS-CLÉS: intelligence artificielle (IA), enseignement des langues étrangères, outils propulsés par l'IA, considérations éthiques, autonomie de l'apprenant.

Introduction

L'avènement de l'intelligence artificielle générative transforme peu à peu les pratiques éducatives et l'enseignement des langues aussi. De nos jours, de nombreux outils offrent aux professeurs la possibilité d'échanger, de produire des supports ou de traduire rapidement des textes. Ces technologies, capables de comprendre, générer et interagir en langage naturel, assurent des opportunités inédites pour personnaliser l'apprentissage : adapter les exercices au niveau de chaque élève, capter leur attention avec des supports dynamiques, ou même recréer des situations d'immersion linguistique et culturelle. Cependant, leur intégration soulève des questions éthiques, méthodologiques et culturelles. Comment garantir la qualité des contenus générés ? Comment éviter les défauts de représentation involontaires ? Comment évaluer les compétences linguistiques dans un contexte où l'IA peut produire des textes ou des discours à la demande ?

Ces interrogations soulignent la nécessité d'une utilisation réfléchie, avec précaution, de ces technologies en classe, en gardant à l'esprit un objectif clair : renforcer les compétences linguistiques, bien sûr, mais aussi développer l'esprit critique et la sensibilité interculturelle des élèves. À travers des exemples concrets vérifiés personnellement, cet article explore comment allier IA et ressources éducatives libres (REL) pour innover, sans perdre de vue les enjeux éthiques et pédagogiques. Cela dans le but de trouver un équilibre entre innovation technologique et approche humaine, pour un enseignement des langues à la fois moderne et exigeant.

Apprendre une langue étrangère, c'est avant tout une question d'échanges, de compréhension et de pratique. Que ce soit à travers des conversations, des textes adaptés ou des exercices d'expression, chaque apprenant a besoin de situations concrètes pour progresser. L'intelligence artificielle peut jouer un rôle intéressant dans ce processus : elle permet de créer des exercices sur mesure, de donner des retours instantanés, voire de recréer des contextes d'immersion linguistique. Mais attention, il ne faut pas tomber dans l'excès. Une utilisation trop intensive de ces outils pourrait, par exemple, limiter les interactions réelles avec des locuteurs natifs, ce qui serait dommageable. D'ailleurs, une nouvelle compétence s'impose aujourd'hui : savoir utiliser l'IA de manière intelligente et critique. Cela signifie non seulement maîtriser ces outils, mais aussi savoir évaluer la qualité des contenus qu'ils produisent et comprendre leurs limites. Selon Digital Promise (Lee et al., 2024), cette « littératie de l'IA » est devenue indispensable, tant pour les élèves que pour les enseignants afin de pouvoir comprendre, évaluer et utiliser correctement les IA.

Pistes pédagogiques pour l'intégration en classe de l'IA

L'introduction de l'intelligence artificielle dans les cours de langue, c'est un peu comme si on ouvrait une boîte à outils remplie de nouvelles possibilités. L'avantage est d'avoir accès libre à des exercices qui s'adaptent automatiquement au niveau de chaque élève, à des activités interactives qui captent leur attention, ou encore à des scénarios d'apprentissage ancrés dans des contextes réels et variés. Autrement dit, l'IA ne se contente pas d'ajouter une couche technologique à l'enseignement des langues – elle permet de repenser complètement la manière dont les élèves découvrent, pratiquent et maîtrisent une nouvelle langue.

ChatGPT (https://chatgpt.com/), par exemple, peut être utilisé comme assistant conversationnel permettant de générer des dialogues adaptés au niveau des apprenants, de reformuler des productions, d'expliquer des points de grammaire, ou de proposer des activités de compréhension ou d'expression ou encore des scénarios variés adaptés à différents niveaux du CECRL (Cadre Européen Commun de Référence pour les Langues). Ce type d'IA permet également de simuler des interactions avec des locuteurs natifs fictifs, ce qui renforce la pratique de l'oral dans des contextes authentiques. On trouve un tutoriel utile aux profs sur l'utilisation de ChatGPT au lien ci-dessous : https://youtu.be/cEJbkk07akg.

Video GPT by VEED (https://www.veed.io/tools/video-gpt) constitue un outil intégré à ChatGPT permettant la création automatisée de vidéos éducatives à partir de descriptions textuelles. Concrètement, l'utilisateur rédige un contenu explicatif et la combinaison ChatGPT + VEED génère un vidéoclip complet, intégrant images, narration vocale et animations interactives. Après la génération de la vidéo, on peut ajouter des sous-titres, changer la voix du narrateur, ajouter des images (depuis la bibliothèque de VEED ou depuis son propre support) ou intégrer des vidéos supplémentaires**.** Toutes ces modifications peuvent être effectuées directement dans VEED**,** sans nécessiter de compétences avancées en montage vidéo. Cette technologie permet ainsi aux enseignants de diversifier leurs méthodes grâce à la génération automatique de ressources visuelles et sonores pour expliquer des concepts abstraits, proposer des révisions avant un test, créer des vidéos introductives pour de nouvelles leçons, diffuser des messages motivationnels ou d'orientation pour les élèves, ou encore personnaliser les contenus (créer des vidéos adaptées précisément à une classe). On trouvera des exemples de mise en pratique et explications détaillées aux liens suivants: https://www.youtube.com/watch?v=tGyT6564Zf8, https://www.youtube.com/watch?v=yyGGI9WP3qs&t=4s,

https://www.toolify.ai/fr/ai-new-fr/comment-gnrer-des-vidos-avec-chatgpt-video-gpt-par-veed-1231266?utm_source=chatgpt.com.

ElevenLabs (https://elevenlabs.io/), autre outil génératif, permet de créer des voix synthétiques personnalisables très réalistes, offrant aux apprenants la possibilité d'écouter des textes oraux dans divers accents, rythmes et registres, ce qui favorise l'entraînement phonétique, la reconnaissance de l'intonation, ainsi que la familiarisation avec la diversité linguistique. Vidnoz (https://www.vidnoz.com/) aussi permet l'exploit des voix, en y offrant la possibilité de cloner des voix célèbres de personnages de dessins animés, présidents d'État, chanteurs, footballeurs etc. pour donner ainsi une note familière ou originale au premier contact avec la langue. Dans le tutoriel suivant, on est guidé pas à pas pour utiliser la synthèse vocale (Text-to-Speech), tester les voix disponibles, ajuster les paramètres de personnalisation et même cloner sa propre voix avec ElevenLabs: https://www.youtube.com/watch?v=cqRic-Y8Pd8.

Le potentiel d'immersion est renforcé par les outils d'animation comme Vidnoz (https://www.vidnoz.com/) et Digen.ai (https://digen.ai/), qui facilitent la création de vidéos animées ou des visages parlants à partir de scripts. Ces vidéos peuvent être utilisées pour illustrer des dialogues, raconter des histoires ou modéliser des interactions sociales. L'impact est particulièrement pertinent dans l'apprentissage de la compétence pragmatique ou de la narration. Vidnoz vous offre même des explications pour voir comment valoriser cet outil de manière pédagogique, qu'il s'agit de générer de la vidéo à partir d'un texte, d'une image, faire parler ou danser une photo ou un avatar, jusqu'à créer un clip de musique, synthétiser ou cloner une voix, traduire un document audio, transformer une photo en dessin animé etc.: https://fr.vidnoz.com/intelligence-artificielle/creer-video-pedagogique.html. Il est possible d'accéder à des tutoriels sur YouTube : https://www.youtube.com/watch?v=cq4U8jr4wBg. Quant à Digen.ai, des tutoriels sont disponibles aussi, à savoir : https://www.youtube.com/watch?v=GNKHmZ9wsEs.

L'outil Suno AI (https://suno.com/home), disponible aussi bien sur le web que sur les appareils mobiles, permet, quant à lui, de générer des chansons à partir de mots, textes ou de thèmes donnés, ce qui est particulièrement intéressant dans des contextes ludiques, de stimulation de la mémoire, de brise-glace au début de la classe ou d'éveil phonologique. Les utilisateurs disposent de la possibilité d'enregistrer directement un extrait audio depuis le téléphone et d'ajouter des paroles personnalisées aux morceaux générés. Suno permet en outre l'option de sélectionner une image ou une vidéo préférée et de créer une bande sonore adaptée

à ce média. Enfin, les utilisateurs peuvent téléverser des échantillons vocaux ou instrumentaux, que l'application peut organiser et intégrer dans une mélodie complète. Voilà également un tutoriel : https://www.youtube.com/watch?v=lChPipU-iyw.

Magic School AI (https://www.magicschool.ai/) présente deux interfaces qui diffèrent significativement : l'une destinée aux enseignants et l'autre aux élèves, chacune offrant des outils et des fonctionnalités spécifiques à son rôle. D'un côté, cette IA accompagne les enseignants dans la génération de séquences pédagogiques, d'évaluations formatives, de quiz ponctuels, d'exercices différenciés, de fiches de travail, de jeux ou d'activités collaboratives, ce qui représente un gain de temps considérable pour eux. La plateforme est conçue pour réduire les tâches administratives et permettre aux enseignants de se concentrer davantage sur l'interaction avec les élèves. Par exemple, elle corrige les devoirs en un clin d'œil et propose des pistes d'amélioration précises. Elle génère même des lettres pour les familles ou des rapports détaillés en quelques secondes. Le but est de libérer du temps pour ce qui compte vraiment : les échanges en classe, l'accompagnement personnalisé des élèves, et toutes ces petites interactions qui font la différence dans l'apprentissage. De l'autre côté, les élèves bénéficient d'une expérience interactive, avec accès à des leçons**,** exercices et tests personnalisés. L'IA les aide en fournissant des explications adaptées à leur niveau de compréhension, et l'interface est conçue de façon à être intuitive et motivante. Les élèves peuvent également recevoir un feedback instantané, des suggestions d'amélioration ainsi que des recommandations pour des ressources complémentaires. Voilà comment tirer parti de cette IA pour améliorer l'apprentissage par un usage averti de la part des enseignants : https://www.youtube.com/watch?v=_sadzFMmydE, https://www.youtube.com/watch?v=rOQ4mP1bCJE, https://www.youtube.com/watch?v=Vm-0NWZYB2o.

L'intelligence artificielle offre également une ouverture culturelle précieuse. Grâce à Wonderplan.ai (https://wonderplan.ai/), il est possible de simuler des voyages virtuels dans des pays francophones, hispanophones ou germanophones, en générant des itinéraires, des contextes culturels, des visites guidées. Ces simulations nourrissent l'approche actionnelle en rendant possible la conception de projets linguistiques interculturels et contextualisés, sans sortir de la salle de classe.

L'IA : défis, limites et considérations éthiques

Les IA génératives représentent des outils chronophages et très énergivores pour ainsi dire, alors que parfois, sans des tutoriels ou guides précis, il est peut-être difficile de se repérer dans la multitude d'intelligences mises à la disposition du grand public gratuitement ou par la suite d'un abonnement. En outre, les IA demandent aussi des dispositifs (ordinateur, portable, tablette) assez performants pour fonctionner véritablement bien. Pour obtenir des produits et activités de qualités qui correspondent effectivement aux besoins d'un professeur, le grand secret est de bien construire le *prompt*. Lucie Dhorne est l'auteure du premier livre français sur l'ingénierie du prompt, experte en innovation pédagogique, conseil et accompagnement créatifs, formations IA pour la pédagogie, fondatrice de Créativ'ip en 2020. Dans son livre *Les IA textuelles en formation* (Dhorne, 2024) et les conférences de son site personnel (https://lucie-dhorne-ia.com/), elle parle de quatre étapes afin de bien *prompter* (c'est-à-dire donner des instructions en langage naturel à une intelligence artificielle pour générer un texte, une image, une vidéo etc.), à savoir: 1. La fameux « Tu es… »: donner un rôle précis à l'IA (journaliste, ingénieur pédagogique, enseignant de langue etc.) ; 2. Le « framework »: QQOCCP (qui?/ quoi?/ où?/ comment?/ combien?/ pourquoi?) ; 3. Les données d'entraînement (synopsis, fiche programme etc.) ; 4. Le format sorti (texte, tableau, web etc.).

Tout ce qui reste maintenant au professeur pour réussir efficacement dans sa démarche pédagogique est d'avoir de la patience, de tester, d'utiliser divers IA et d'identifier les plus adaptées à chaque classe.

Les bénéfices de ces technologies ne doivent pas faire oublier les nombreux défis qu'elles posent. L'un des principaux défis réside dans les défauts de représentation intégrés dans ces systèmes. En effet, les bases de données utilisées pour entraîner les IA peuvent contenir des stéréotypes ou des déséquilibres culturels, genrés ou linguistiques. Par exemple, une IA pourrait systématiquement privilégier un registre de langue familier pour des dialogues en français, ou encore favoriser des références culturelles occidentales, laissant de côté d'autres perspectives tout aussi valables. Un autre problème est la crédibilité trompeuse des informations générées. Les modèles de langage peuvent parfois produire des erreurs ou des approximations qui semblent parfaitement plausibles. Sans une vérification rigoureuse, ces inexactitudes risquent de se propager et d'induire en erreur. Le Ministère de l'Éducation Nationale et de la Jeunesse de France a fait sortir dans ce sens une brochure qui sert de guide aux enseignants sur l'IA et l'éducation. Ce document propose un état des lieux complet des apports de la recherche et des

recommandations internationales sur l'intelligence artificielle en contexte éducatif, en abordant les définitions variées de l'IA**,** ses enjeux pour les politiques publiques et l'éthique, ses domaines d'application, des pistes pédagogiques pour la formation ainsi que la transition vers les IA génératives et les grands modèles de langage (DNE-TN2, 2024).

Face à tous les enjeux, il devient essentiel de sensibiliser les enseignants comme les apprenants à ces limites et de développer une littératie numérique critique, c'est-à-dire une capacité à interroger, contextualiser et valider les productions de l'IA. Cela implique de savoir poser les bonnes questions, replacer les informations dans leur contexte, et vérifier leur validité. En somme, il s'agit de développer une véritable culture numérique, capable de distinguer le vrai du faux et de reconnaître les limites des outils technologiques. Des articles scientifiques sur les approches pédagogiques et sur les préoccupations éthiques liées à la culture en IA viennent à l'aide des enseignants pour développer des compétences et des critères d'évaluation dans ce domaine (Ng et.al., 2021).

La protection des données et la vie privée méritent aussi une attention particulière. En effet, beaucoup d'outils d'IA collectent, conservent ou exploitent les informations saisies par les utilisateurs. Cela soulève des questions de droit d'auteur, de consentement éclairé et de respect des données personnelles, notamment dans des contextes scolaires. L'enseignant joue ici un rôle de garant éthique et doit pouvoir évaluer la transparence des outils utilisés, voire privilégier des outils open source ou dont les politiques de confidentialité sont explicites Dans ce contexte, former les enseignants et les apprenants à se poser des questions critiques, à vérifier les sources et à comprendre le fonctionnement des IA devient une priorité. Une véritable éducation numérique critique s'impose donc comme une nécessité.

Face à la prolifération des contenus générés par IA, le contrôle de la qualité devient à son tour une compétence essentielle. Plusieurs outils comme ZeroGPT (https://www.zerogpt.com/), GPTZero (https://tutorial.expertchat.me/ai-master/email) ou Winston AI (https://gowinston.ai/) permettent de détecter si un texte a été rédigé par une IA. Cela peut être utile pour détecter les travaux générés par IA ou pour mettre en lumière les nuances entre un texte rédigé par un humain et un texte produit par une machine. Pourtant, ils sont payants, ne sont pas exempts d'erreurs et leur utilisation demande une certaine vigilance. Il ne faut pas oublier qu'ils ne fournissent qu'une indication, et non une preuve absolue. Le plus efficace reste une lecture experte, accompagnée d'une réflexion pédagogique. L'enseignant peut, par exemple, demander aux élèves de comparer deux versions

d'un texte (humaine vs IA), de repérer les erreurs, d'annoter le style ou d'améliorer le contenu généré.

L'intégration de l'IA dans l'évaluation des compétences linguistiques constitue, c'est vrai, une autre facette d'innovation. Certaines IA permettent de créer des tests adaptatifs, qui modulent le niveau des questions en fonction des réponses de l'élève, ou d'offrir un feedback immédiat sur des productions écrites. Cela peut rendre l'évaluation plus personnalisée, formative et réactive. Des plateformes comme Magic School AI, ou des outils plus avancés de reconnaissance vocale, sont déjà en mesure d'évaluer certaines dimensions de la langue, comme la prononciation, la fluidité ou l'orthographe. Cependant, l'IA ne peut pas (du moins pas encore) évaluer finement des compétences d'interaction, de médiation culturelle ou de créativité langagière. Elle est donc complémentaire à l'évaluation humaine, mais ne peut s'y substituer.

Dans l'apprentissage des langues, la dimension culturelle est indissociable de la compétence linguistique. L'IA peut constituer un levier d'interculturalité si elle est bien utilisée : elle permet d'exposer les élèves à des contextes variés, de simuler des situations de communication authentiques, de mettre en scène des personnages fictifs issus d'autres cultures. Elle peut également être utilisée pour développer la compétence de médiation : par exemple, en créant un scénario où un élève doit expliquer une tradition locale à un visiteur virtuel. Mais il faut rester vigilant : l'IA reproduit souvent des schémas standardisés ou occidentocentrés, et les enseignants doivent apprendre à les déconstruire avec les élèves. C'est aussi l'occasion de développer une conscience critique des représentations culturelles et une sensibilité aux biais implicites.

Complémentarité entre IA et REL

L'intelligence artificielle (IA) et les ressources éducatives libres (REL) ne sont pas des concepts opposés, mais des alliés potentiels. Autrement dit, l'IA n'a pas vocation à remplacer les ressources éducatives libres, mais à les compléter, l'IA « n'a vocation ni à détrôner l'enseignant ni à occuper le piédestal du savoir. Elle n'est qu'un outil, un serviteur docile, qui peut enrichir l'apprentissage, dessiner des parcours personnalisés », selon l'affirmation de Philippe Piekoszewski-Cuq dans son livre *Intelligence artificielle : guide pratique pour les enseignants* (Piekoszewski-Cuq, 2023). Les REL, telles que Canva, Padlet, Lino It, Edulib, Pixabay ou LaDigitale, offrent une base créative et collaborative précieuse pour la scénarisation pédagogique. Elles favorisent l'autonomie des enseignants, la

personnalisation des parcours et la co-construction du savoir. L'originalité réside dans la possibilité de concevoir des REL augmentées par l'IA : une vidéo créée avec Digen.ai peut être intégrée dans une activité sur Padlet, un texte généré avec ChatGPT peut être illustré sur Canva, un jeu Kahoot peut être nourri de questions créées par IA. L'enseignant devient ainsi un designer d'apprentissage, capable d'agencer outils IA et ressources ouvertes selon les besoins de sa classe.

Pour travailler la compréhension de l'oral, EdPuzzle (https://edpuzzle.com/discover) et VideoAnt (https://ant.umn.edu/) assurent, d'une part, le cadre parfait pour créer, à partir des vidéos favorites de YouTube, des exercices variés et actuels. Speechnotes (https://speechnotes.co/) permet, d'autre part, de transcrire sous forme de texte les audios qu'on veut apporter en classe. Toujours pour valoriser les compétences de compréhension, orale et / ou écrite, toute une série de sites offrent des exercices déjà faits, vérifiés et corrects, facilement adaptables en classe qui couvrent des aspects liés au vocabulaire, à la grammaire, à la phonologie et la phonétique etc., à savoir TV5Monde, RFI, Lingolia: https://apprendre.tv5monde.com/fr, https://enseigner.tv5monde.com/, https://dictee.tv5monde.com/, https://enseigner.tv5monde.com/articles-dossiers/articles/123tivi5monde-le-kit-pour-enseigner-aux-enfants#, https://francaisfacile.rfi.fr/fr/, https://francais.lingolia.com/fr/. La production orale ou écrite peut être exploitée de manière plus intéressante avec Lino, WordArt, MindMup, Popplet pour dresser des cartes mentales, des synthèses d'idées. Les outils Google (Docs, Forms, Sheets, Sites, Slides, Maps, Agenda, Classroom) ou encore Canva, Nearpod, Genially, StoryJumper, LaDigitale deviennent très utiles dans l'évaluation et la présentation d'un projet dans un mélange d'image, de vidéo et texte. Pour réaliser des flash infos, des annonces ou des diagrammes, Classtools (https://www.classtools.net) est l'outil dont on a besoin. De plus, avec un téléprompteur en ligne (https://www.teleprompter-online.com/), la prononciation et la lecture fluide deviennent plus faciles et ludiques.

Des plateformes comme TED-Ed (https://ed.ted.com/) permettent également de construire des leçons interactives à partir de vidéos authentiques, en combinant narration, questionnement critique et contextualisation. D'outils tels Storyjumper, Baamboozle, Edpuzzle ou VideoAnt ajoutent une couche interactive ou réflexive à des contenus multimédias. Dans ce contexte, l'enseignant reste maître du scénario, de la progression et des objectifs pédagogiques. Il peut mobiliser l'IA pour créer, adapter, corriger, mais sans jamais déléguer l'intention didactique.

Enfin, la formation des enseignants est une condition essentielle de la réussite de cette transition. Il est impératif de former les enseignants à l'usage raisonné des

outils IA, à l'analyse critique des contenus générés, et à la conception de parcours hybrides mêlant technologies et pédagogies actives. Il ne s'agit pas de suivre la mode technologique, mais de construire une éducation linguistique augmentée mais consciente, connectée mais critique, innovante mais inclusive. Dans cette perspective, l'enseignant devient à la fois guide, filtre, facilitateur d'apprentissage, et médiateur culturel. L'IA, pour être utile en classe de langue, doit rester au service d'un projet pédagogique : éveiller la curiosité, développer la pensée critique, renforcer l'expression personnelle, et favoriser l'ouverture à la diversité linguistique et culturelle. À travers une pédagogie qui combine IA, REL et éducation aux médias, il est possible de former des apprenants plurilingues, créatifs et réflexifs, prêts à s'exprimer dans un monde façonné par les technologies.

Conclusion

Pour conclure, il faut préciser que l'IA permet de personnaliser l'apprentissage, d'adapter les contenus aux besoins des élèves et de soutenir la différenciation pédagogique. Elle offre des leviers puissants pour réinventer l'enseignement des langues, à condition de rester critique, créatif et éthique. L'IA ne remplace pas les enseignants, mais redistribue les tâches pour leur permettre de se concentrer sur l'accompagnement humain. Le rôle de l'enseignant évolue vers celui de médiateur IA et facilitateur interculturel. Une formation continue à la littératie numérique et un usage raisonné des REL restent les conditions d'une éducation linguistique inclusive et pertinente au XXIe siècle.

L'intégration de l'intelligence artificielle dans l'enseignement des langues étrangères est une opportunité formidable pour transformer les méthodes d'apprentissage. En tant qu'outil, l'IA permet une personnalisation de l'apprentissage sans précédent, favorise la créativité et offre de nouvelles voies pour l'interaction linguistique. Cependant, cette intégration doit être menée avec prudence et discernement. Les enseignants doivent être formés pour devenir des curateurs et des médiateurs technologiques, capables de guider leurs élèves à travers les complexités éthiques et les limites des outils. En d'autres termes, il est fondamental de développer la capacité à comprendre, analyser et employer les technologies d'IA avec discernement.

L'enjeu n'est pas de savoir si l'IA doit entrer dans la classe, mais comment elle doit y être accueillie. L'avenir de l'enseignement des langues repose sur une approche équilibrée : une synergie entre l'intelligence artificielle, qui automatise certaines tâches et offre des possibilités illimitées, et l'interaction humaine, qui reste

indispensable pour l'accompagnement, la pensée critique et l'émotion. Le développement d'une littératie de l'IA chez les apprenants ne vise pas seulement à les préparer à un environnement où cette technologie est omniprésente, mais aussi à leur fournir les compétences nécessaires pour en devenir des citoyens éclairés, responsables et capables de mobiliser leur potentiel au service de l'apprentissage et de la communication.

Annexes : suggestions d'activités IA et REL pour la classe de langues étrangères

Pour finir, j'ajoute ci-dessous une série d'activités générées par ChatGPT et Mistral AI - qui mélangent l'usage des ressources éducatives libres avec les diverses intelligences, tout en prouvant la complémentarité et l'utilité de ces outils mais aussi la nécessité d'adaptation en fonction des particularités d'apprentissage.

ChatGPT

1. Créer un dialogue animé avec ChatGPT et Vidnoz

Compétence visée : Expression orale (production dialoguée)

Niveau : A2 – B1

Âge : 13-17 ans

Description : Les élèves utilisent ChatGPT pour générer un dialogue sur une situation quotidienne (ex. « commander au restaurant » ou « se présenter à l'école »). Le script est ensuite copié dans Vidnoz pour créer une vidéo animée avec deux avatars.

REL complémentaire : Canva pour créer l'affiche de la scène, Padlet pour partager les vidéos en groupe.

2. Créer une chanson thématique avec Suno AI et Quizizz

Compétence visée : Compréhension orale, mémorisation lexicale

Niveau : A1 – A2

Âge : 10-14 ans

Description : L'enseignant ou les élèves créent une chanson IA (ex.: « les fruits », « le corps », « les vêtements ») avec Suno AI. Après écoute, ils remplissent un quiz interactif sur Quizizz pour vérifier leur compréhension du vocabulaire.

REL complémentaire : Lino https://en.linoit.com (mur de mots illustrés), Storyjumper https://www.storyjumper.com (livre numérique autour du thème de la chanson)

3. Planifier un voyage avec Wonderplan et Canva

Compétence visée : Production écrite, tâche actionnelle

Niveau : B1 – B2

Âge : 15+ (lycée/ université)

Description : En binôme, les apprenants utilisent Wonderplan pour générer un itinéraire de 3 jours dans une ville francophone. Ensuite, ils créent une brochure touristique sur Canva en justifiant les choix culturels et linguistiques.

REL complémentaire : Pixabay pour les images libres, Edulib pour supports culturels authentiques.

4. Corriger et enrichir un texte avec ChatGPT et Padlet

Compétence visée : Révision de l'écrit, conscience linguistique

Niveau : B2 – C1

Âge : 16+ (lycée, étudiants)

Description : L'élève écrit un texte libre, puis le copie dans ChatGPT pour une correction automatisée. Ensuite, il analyse les corrections et publie avant/après sur Padlet. Discussion collective autour des améliorations proposées.

REL complémentaire : LaDigitale (outil Digipad ou Digirecueil pour organiser les versions), Teleprompter pour lecture fluide.

5. Comparer contenu humain / IA avec ZeroGPT et Edpuzzle

Compétence visée : Lecture critique, compréhension écrite

Niveau : B1 – B2

Âge : 14-18 ans

Description : Les élèves lisent deux textes (un écrit par l'enseignant, l'autre généré par IA). Ils doivent deviner lequel est humain via un vote interactif, puis vérifient avec ZeroGPT. Un quiz sur Edpuzzle ou VideoAnt suit avec des questions analytiques.

REL complémentaire : Canva pour créer un visuel comparatif, Kahoot pour réviser les notions clés.

6. Jouer à l'ambassadeur culturel avec Digen.ai et TED-Ed

Compétence visée : Médiation culturelle, expression orale

Niveau : B1 – C1

Âge : 15+ (lycée, université)

Description : Les élèves créent un avatar IA (Digen.ai) représentant un personnage d'un pays cible. Ils rédigent une brève biographie, puis présentent leur "invité" aux autres via une capsule orale ou un TED-Ed interactif.

REL complémentaire : Canva (poster biographique), Edulib (ressources culturelles), TED-Ed (leçon vidéo interactive sur la culture).

Mistral AI

Production orale (Expression orale en continu / interaction)

1. Activité : « Interview d'un personnage historique ou fictif »

Outils : ChatGPT (pour générer des réponses), ElevenLabs (pour la voix), Vidnoz (pour la vidéo), Canva (pour les visuels).

Niveau : B1-B2

Âge : 14 ans et +

Compétence : Expression orale en continu, interaction, créativité, prononciation.

Déroulement : Les élèves choisissent un personnage historique ou fictif (ex : Napoléon, Harry Potter). Avec ChatGPT, ils préparent 5 questions et génèrent des

réponses plausibles en langue cible. Ils utilisent ElevenLabs pour convertir les réponses en audio avec une voix adaptée au personnage. Avec Vidnoz, ils créent une vidéo en lip-sync ou en animant une image du personnage. En classe, ils présentent leur « interview » et répondent aux questions des camarades.

2. Variante pour A2 : L'enseignant fournit un script simplifié et les élèves enregistrent leur voix avec un outil comme Vocaroo ou Audacity.

Activité : « Débat guidé avec un chatbot »

Outils : Magic School AI (pour générer des scénarios de débat), Padlet (pour partager les arguments).

Niveau : B2-C1

Âge : 16 ans et +

Compétence : Interaction orale, argumentation, pensée critique.

Déroulement : Magic School AI génère un sujet de débat (ex : « Les réseaux sociaux sont-ils bons pour la société ? »). Les élèves préparent leurs arguments en petits groupes, aidés par le chatbot pour trouver des idées et du vocabulaire. Un débat est organisé en classe, avec un temps limité pour chaque intervention. Les arguments sont notés sur un Padlet collaboratif et discutés collectivement.

Production écrite

1. Activité : « Création d'une nouvelle collaborative »

Outils : Storyjumper (pour écrire et illustrer), ChatGPT (pour générer des idées ou des phrases), Pixabay (pour les images libres de droits).

Niveau : A2-B1

Âge : 10-15 ans

Compétence : Production écrite, créativité, collaboration.

Déroulement : Par groupes de 3, les élèves inventent une histoire courte en langue cible.

ChatGPT leur suggère des idées de départ ou des phrases types (ex : « Il était une fois un robot qui voulait… »). Ils écrivent et illustrent leur histoire sur

Storyjumper, en utilisant des images de Pixabay. Les histoires sont présentées à la classe et votées pour la plus originale.

2. Activité : « Lettre à un correspondant imaginaire »

Outils : ChatGPT (pour corriger ou suggérer des formulations), LaDigitale (pour créer un support visuel).

Niveau : A1-A2

Âge : 8-12 ans

Compétence : Production écrite, interaction écrite, vocabulaire quotidien.

Déroulement : Chaque élève invente un correspondant imaginaire (ex : un enfant d'un autre pays). Avec l'aide de ChatGPT, ils rédigent une lettre pour se présenter, parler de leurs loisirs, etc. LaDigitale est utilisé pour créer une carte postale ou une affiche avec leur lettre. Les lettres sont échangées en classe et lues à voix haute.

Compréhension orale

1. Activité : « Comprendre une chanson générée par IA »

Outils : Suno AI (pour générer une chanson), VideoAnt (pour annoter la vidéo), EdPuzzle (pour ajouter des questions).

Niveau : A2-B1

Âge : 12 ans et +

Compétence : Compréhension orale, vocabulaire, culture musicale.

Déroulement : L'enseignant génère une chanson courte en langue cible avec Suno AI (ex : une chanson sur les animaux ou les émotions). Les élèves écoutent la chanson et notent les mots qu'ils comprennent. Avec VideoAnt ou EdPuzzle, l'enseignant ajoute des annotations ou des questions de compréhension. En classe, les élèves discutent du sens de la chanson et inventent un couplet supplémentaire.

2. Activité : « Podcast sur un thème culturel »

Outils : ElevenLabs (pour la voix), Audacity (pour monter le podcast), Edulib (pour trouver des ressources culturelles).

Niveau : B1-B2

Âge : 15 ans et +

Compétence : Compréhension orale, expression orale, interculturalité.

Déroulement : Par groupes, les élèves choisissent un thème culturel (ex : une fête traditionnelle, un plat typique). Ils recherchent des informations sur Edulib ou Wikipédia, puis rédigent un script de podcast. Avec ElevenLabs, ils génèrent une voix off pour leur podcast et le montent avec Audacity. Les podcasts sont écoutés en classe et suivis d'un quiz de compréhension.

Compréhension écrite

1. Activité : « Chasse au trésor textuelle »

Outils : ChatGPT (pour générer des textes courts), Baamboozle (pour créer un quiz interactif).

Niveau : A1-A2

Âge : 8-14 ans

Compétence : Compréhension écrite, vocabulaire, travail d'équipe.

Déroulement : ChatGPT génère 5 courts textes sur un thème (ex : la nature, les sports). Chaque texte contient un indice pour trouver un « trésor » (ex : un mot-clé, une image cachée). Les élèves lisent les textes et répondent à des questions sur Baamboozle pour découvrir l'indice suivant. Le groupe qui trouve tous les indices gagne la chasse au trésor.

2. Activité : « Analyse d'articles générés par IA »

Outils : ChatGPT (pour générer des articles), Linoit (pour partager des post-it numériques).

Niveau : B2-C1

Âge : 16 ans et +

Compétence : Compréhension écrite, esprit critique, analyse de biais.

Déroulement : ChatGPT génère 2 articles sur un même sujet (ex : le réchauffement climatique), avec des tons différents (optimiste vs pessimiste). Les élèves lisent les articles et notent les différences de vocabulaire, d'arguments et de biais potentiels. Sur Linoit, ils partagent leurs observations et débattent en classe des forces et faiblesses de chaque texte.

Grammaire et vocabulaire

1. Activité : « Jeu de rôle avec des phrases à trous »

Outils : Baamboozle ou Kahoot (pour créer des quiz), ChatGPT (pour générer des phrases).

Niveau : A1-B1

Âge : 10-16 ans

Compétence : Grammaire, vocabulaire, interaction.

Déroulement : ChatGPT génère des phrases avec des trous (ex: « Hier, je ___ (aller) au parc. »). Les élèves complètent les phrases en temps limité sur Baamboozle ou Kahoot. En binôme, ils inventent ensuite des phrases similaires pour leurs camarades.

2. Activité : « Création de flashcards intelligentes »

Outils : Quizlet (pour les flashcards), ChatGPT (pour générer des exemples).

Niveau : A1-C1

Âge : 8 ans et +

Compétence : Vocabulaire, mémorisation, autonomie.

Déroulement : Chaque élève choisit 10 mots de vocabulaire à apprendre. ChatGPT génère des phrases d'exemple pour chaque mot. Les élèves créent des flashcards sur Quizlet avec le mot, sa traduction, une image (Pixabay) et une phrase d'exemple. Ils s'échangent leurs flashcards et s'interrogent mutuellement.

Culture et interculturalité

1. Activité : « Comparaison de traditions avec l'IA »

Outils : ChatGPT (pour décrire des traditions), Canva (pour créer une affiche comparative), Padlet (pour partager).

Niveau : B1-B2

Âge : 14 ans et +

Compétence : Interculturalité, expression écrite/orale, recherche.

Déroulement : Les élèves choisissent une tradition de leur pays et une tradition d'un pays étranger.

ChatGPT leur fournit une description courte des deux traditions. Avec Canva, ils créent une affiche comparative (similitudes, différences, images). Les affiches sont présentées en classe et partagées sur un Padlet commun.

2. Activité : « Simulation d'un voyage culturel »

Outils : Digen.ai (pour animer des images), Google Earth (pour visiter virtuellement), ChatGPT (pour générer des dialogues).

Niveau : A2-B1

Âge : 12-18 ans

Compétence : Expression orale, interculturalité, créativité.

Déroulement : Les élèves « visitent » virtuellement un pays (ex : le Japon) via Google Earth. Avec Digen.ai, ils animent une photo d'un lieu (ex : un temple) et imaginent une conversation avec un local. ChatGPT les aide à rédiger un dialogue en langue cible. En classe, ils jouent leur dialogue devant leurs camarades.

Évaluation et auto-évaluation

1. Activité : « Portfolio numérique avec IA »

Outils : Magic School AI (pour générer des feedbacks), Canva (pour le portfolio), EdPuzzle (pour enregistrer des productions orales).

Niveau : A2-C1

Âge : 12 ans et +

Compétence : Auto-évaluation, métacognition, expression écrite/orale.

Déroulement : Tout au long du trimestre, les élèves collectent leurs productions (textes, audios, vidéos) dans un portfolio Canva. Magic School AI génère des feedbacks personnalisés sur leurs travaux. À la fin du module ou de l'année scolaire, ils enregistrent une vidéo (EdPuzzle) pour expliquer leurs progrès et leurs difficultés. Le portfolio est partagé avec l'enseignant et les pairs pour une évaluation formative.

2. Activité : « Quiz interactif avec feedback IA »

Outils : Quizziz (pour le quiz), ChatGPT (pour générer des explications).

Niveau : A1-C1

Âge : 8 ans et +

Compétence : Évaluation, compréhension écrite/orale, vocabulaire.

Déroulement : L'enseignant crée un quiz sur Quizziz avec des questions de grammaire, vocabulaire ou culture. ChatGPT génère des explications détaillées pour chaque réponse (correcte ou incorrecte). Les élèves passent le quiz en classe ou à la maison, et reçoivent un feedback immédiat. En classe, les erreurs fréquentes sont discutées collectivement.

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Mehrsprachigkeit in der frühkindlichen Bildung: Das Buchangebot des Bilibri-Verlags als Beitrag zu einem integrativen Ansatz im Kindergarten

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ABSTRACT

This article examines the book series of the Bilibri Verlag in the context of early childhood multilingual education and their contribution to an integrative approach in kindergarten. The publisher provides a wide range of bilingual children's books, available in multiple languages and complemented by audio materials to make the sound, rhythm, and cultural aspects of the languages accessible. The texts and illustrations are designed to strengthen linguistic competencies in the mother tongue while also providing an initial exposure to additional languages. These books are suitable not only for use in German kindergartens but can also be implemented in Romanian educational settings to foster early language awareness, develop intercultural sensitivity, and provide a first understanding of the sonority and cultural nuances of the German language.

KEYWORDS: multilingual education, early childhood education, linguistic awareness, intercultural sensitivity.

ZUSAMMENFASSUNG

Der vorliegende Beitrag untersucht das Buchangebot des Bilibri-Verlags im Kontext der frühkindlichen Mehrsprachigkeitsförderung und dessen Beitrag zu einem integrativen Ansatz im Kindergarten. Der Verlag bietet eine Vielzahl zweisprachiger Kinderbücher, die in mehreren Sprachen verfügbar sind und durch Audio-Materialien ergänzt werden, um Klang, Rhythmus und kulturelle Aspekte der Sprachen erfahrbar zu machen. Die Texte und Illustrationen sind darauf ausgerichtet, sprachliche Kompetenzen in der Muttersprache zu stärken, gleichzeitig aber auch den ersten Zugang zu weiteren Sprachen zu ermöglichen. Die Bücher eignen sich nicht nur für den Einsatz in deutschen Kitas, sondern können auch in rumänischen Bildungseinrichtungen verwendet werden, um ein frühes Sprachbewusstsein zu fördern, interkulturelle Sensibilität zu entwickeln und ein erstes Verständnis für die Sonorität und kulturellen Klangfacetten der deutschen Sprache zu vermitteln.

SCHLÜSSELWÖRTER: mehrsprachige Bildung, frühkindliche Bildung, Sprachbewusstsein, interkulturelle Sensibilität.

Im Kontext einer globalisierten Welt, in der sich Informationen, Waren und Menschen in rasantem Tempo zwischen verschiedenen sozio-linguistischen Räumen bewegen, zeigt der gesellschaftliche Trend eindeutig eine zunehmende Ausweitung sprachlicher Vielfalt. Mit der fortschreitenden Vernetzung auf allen Ebenen des gesellschaftlichen Lebens – von Familie und Bildungsinstitutionen über Arbeitswelt und öffentliche Verwaltung bis hin zu lokalen Gemeinschaften – werden unsere Lebenswelten immer stärker multikulturell und multilingual geprägt. In diesem Umfeld gewinnt die Beherrschung mehrerer Sprachen kontinuierlich an Bedeutung: als Ressource für soziale Teilhabe, berufliche Mobilität, kulturelle Kompetenz und persönliche Entwicklung. Dies zeigt sich unter anderem in der wachsenden Zahl binationaler Partnerschaften in Deutschland, der steigenden Präsenz mehrsprachiger Familienmodelle, sowie im zunehmenden Interesse an Auslandsaufenthalten im Rahmen von Studium, Ausbildung oder Beruf (Jessner, 2015: 170-209). Zugleich spiegelt der Trend eine globale Entwicklung wider: Sprachenvielfalt wird immer mehr als Wert, Chance und notwendige Kompetenz wahrgenommen – sowohl im privaten Bereich als auch in international agierenden Institutionen und Unternehmen.

Aus sprachwissenschaftlicher Perspektive gilt die Kindheit als die günstigste Phase für den Erwerb weiterer Sprachen, da in diesem Entwicklungsstadium sprachliche Strukturen besonders leicht aufgenommen und verarbeitet werden können. Dieses Wissen prägt zunehmend auch die Entscheidungen einsprachiger Eltern, die vermehrt nach zweisprachigen Bildungseinrichtungen für ihre Kinder suchen. Nach Angaben des Vereins *Frühe Mehrsprachigkeit an Kitas und Schulen* (FMKS) hat sich die Zahl der zweisprachigen Kindertagesstätten in Deutschland innerhalb der letzten zehn Jahre verdreifacht. (coachatschool, 2022). Mehrsprachigkeit wird in Deutschland perspektivisch zur gesellschaftlichen und pädagogischen Norm werden. Mehrsprachige Kinder verfügen über ein besonderes

Bündel sprachlicher Ressourcen, die zusammen ein komplexes und dynamisches Sprachsystem bilden. Dabei ist zu berücksichtigen, dass Sprachsysteme sich wechselseitig in alle Richtungen beeinflussen. So wirkt etwa die L4 auf die L3 und umgekehrt; zugleich beeinflussen auch L1 und L2 die später erlernten Sprachen – und werden wiederum selbst durch diese geprägt. (Jessner, 2015: 213). Zu Transfererscheinungen zählt auch der Einsatz unterschiedlicher sprachlicher Elemente in der Kommunikation, etwa durch Code-Mixing oder Borrowing, ebenso wie der Wechsel zwischen Sprachen je nach Gesprächspartner:in (Code-Switching). Auch im Unterrichts- und Arbeitskontext kann der Gebrauch verschiedener Sprachen und Sprachvarianten zur Klärung von Inhalten beitragen, beispielsweise im Sinne des Translanguaging. Solche Sprachmischungen sind nicht pathologisch, sondern stellen häufig kreative Strategien dar, um Verständlichkeit zu sichern, Kommunikation erfolgreich aufrechtzuerhalten oder Zugehörigkeit zu einer Gruppe auszudrücken. (Jessner, 2015: 213)

Dieses dynamische Modell des Multilingualismus berücksichtigt, dass mehrsprachige Kinder sowohl von lerninternen als auch von lernexternen Faktoren geprägt werden, welche ihre Motivation und ihre Lernumgebung maßgeblich beeinflussen. (Hufeisen, 2003). In vielen Bildungseinrichtungen herrscht noch immer ein „monolingualer Habitus“ vor – das heißt, Einsprachigkeit wird als Normalfall betrachtet, während Mehrsprachigkeit häufig ignoriert oder sogar sanktioniert wird (Gogolin, 2008). Gleichzeitig ist sprachliche Vielfalt in zahlreichen deutschen Kindertagesstätten längst gelebter Alltag, insbesondere in urbanen Räumen, in denen Kinder mit sehr unterschiedlichen Herkunftsgeschichten und sprachlichen Hintergründen zusammenkommen, etwa durch Migration oder mehrsprachige Familienkonstellationen. Diese Vielfalt eröffnet große Chancen, stellt die pädagogische Praxis jedoch auch vor besondere Herausforderungen. Damit alle Kinder – unabhängig von ihrer Familiensprache – gut auf die Grundschule vorbereitet werden können, bedarf es einer gezielten und qualitativ hochwertigen Sprachförderung. Mehrsprachig aufwachsende Kinder benötigen in all ihren Sprachen Unterstützung beim Aufbau sprachlicher Fähigkeiten, insbesondere bei der Entwicklung expressiver Kompetenzen. Dafür brauchen sie regelmäßig Sprachanlässe in ihren verschiedenen Sprachen. Die Aufgabe der Kita besteht daher darin, die sprachlichen Fähigkeiten mehrsprachiger Kinder kontinuierlich und über die gesamte Kindergartenzeit hinweg in der Umgebungssprache Deutsch zu fördern und gleichzeitig den Ausbau herkunftssprachlicher Fähigkeiten zu unterstützen (Lautenschläger et. al., 2022: 196). Dafür sind ausreichend qualifiziertes Fachpersonal sowie eine fundierte

Expertise im Umgang mit Mehrsprachigkeit notwendig – Ressourcen, die in der Praxis vielerorts nicht im erforderlichen Umfang zur Verfügung stehen. Gleichzeitig ist inzwischen wissenschaftlich gut belegt, dass das kindliche Gehirn von Natur aus auf mehrsprachiges Lernen vorbereitet ist und daher eine zweite oder dritte Sprache besonders leicht aufnehmen kann (Lautenschläger, Schneller et. al. 2022). Voraussetzung dafür sind jedoch authentische sprachliche Vorbilder, die den Kindern die jeweiligen Sprachen regelmäßig und lebendig vorleben. Vor diesem Hintergrund wird das sogenannte Immersionsmodell, das die Grundlage vieler bilingualer Kindergartenkonzepte bildet, häufig als besonders wirksamer Weg zur Mehrsprachigkeit angesehen. Bei der Immersion wird die zu erlernende Sprache im gesamten Tagesablauf konsequent und in allen Situationen parallel zur Erstsprache verwendet, sodass die Kinder kontinuierlich und natürlich in beide Sprachen eintauchen können. (Degener, 2017).

Wenn Mehrsprachigkeit als dynamische Nutzung des gesamten sprachlichen Repertoires verstanden wird, ergibt sich daraus die Notwendigkeit, Kindern eine mehrsprachige Umgebung zu bieten, in der sie sich ihre Sprachen auf natürliche Weise aneignen können (Niebuhr Siebert, 2019: 37 zit. nach Kühn, 2021: 18). Auch in Kitas finden sich zunehmend an der Sprachvielfalt orientierte Methoden, in denen mehrsprachig reziprokes Lernen unterstützt und der Einsatz sprachsensibler Ansätze angeregt wird, die das vollständige linguistische Repertoire der Kinder einbeziehen. (Kühn, 2021: 18). Ein multimedialer Ansatz kann hierbei eine hilfreiche Rolle spielen. Durch verschiedene Formen kultureller und medialer Unterhaltung – etwa Filme, Theater, Fernsehen oder Streamingangebote – können Kinder in der Kita mit den unterschiedlichen fremden Sprachwelten der Gruppe vertraut gemacht werden und zugleich die sprachlichen und kulturellen Besonderheiten ihrer eigenen Herkunftssprache kennenlernen. Einen besonderen Stellenwert nimmt dabei weiterhin das Buch bzw. das Kinderbuch ein. Zwar ist davon auszugehen, dass digitale Formate im Laufe der Zeit an Bedeutung gewinnen und in vielen Bereichen dominieren werden, doch spricht vieles dafür, dass das gedruckte Kinderbuch noch lange eine zentrale Rolle im frühen Spracherwerb und in der kindlichen Literalisierung spielen wird. Die spezifische ästhetische und haptische Erfahrung, gemeinsam mit einem Kleinkind eine Bilderbuchwelt zu erschließen – ein großformatiges Buch aufzuschlagen, visuelle Eindrücke unmittelbar wahrzunehmen und auf Illustrationen zu reagieren – lässt sich durch digitale Alternativen bislang nur eingeschränkt substituieren.

Vor dem Hintergrund dieser theoretischen Perspektiven wird deutlich, wie wichtig geeignete Materialien sind, die die sprachliche Entwicklung mehrsprachig aufwachsender Kinder gezielt unterstützen. Ein Beispiel für eine solche praktische Umsetzung findet sich im Bilibri-Verlag, der 2004 gegründet wurde und als einer der ersten Verlage in Deutschland auf mehrsprachige Kinderbücher spezialisiert ist. Die fachlichen Leistungen des Verlags basieren wesentlich auf der Leitung von Kristy Clark Koth und der Mitarbeit von Karina Sindt. Die grafische Gestaltung fällt unter der Koordinierung von Heljä Albersdörfer und Susanna Gnugesser. Zudem arbeitet der Verlag mit zahlreichen Autorinnen und Autoren (z. B. Ulrike Fischer, Lena Hesse, Susanne Böse) sowie mit erfahrenen Übersetzerinnen und Übersetzern wie Dominique Kirmer, Oana Gorbănescu und Laura Breiller-Popescu zusammen. Die buchkünstlerische Gestaltung übernehmen etablierte Illustratorinnen und Illustratoren, darunter Hans de Beer, Torben Kuhlmann und Marcus Pfister. Durch die Vertriebs- und Marketingpartnerschaft mit dem renommierten Hueber-Verlag, der im Bereich Deutsch als Fremdsprache an einer der ersten Stelle steht, ist bilibri der größte Verlag für zweisprachige Kinderbücher in Deutschland. Bisher hat der Verlag rund 80 Titel in 16 verschiedenen Sprachversionen veröffentlicht. In der Zusammenarbeit mit dem NordSüd Verlag, die bereits 2008 begann, sind bisher mehr als 20 Titel in der Reihe *NordSüd–bilibri* erschienen. Durch diese Kooperation liegen Kinderbücher mit bekannten Figuren wie dem Regenbogenfisch, dem kleine Eisbären oder Heule Eule nun auch in zweisprachigen Ausgaben vor. Nach vielen Jahren erfolgreicher Kooperation ist bilibri zum 1. Januar 2024 vollständig in den NordSüd Verlag integriert worden. (https://www.edition-bilibri.com/verlag/)

Die beim Bilibri-Verlag erhältlichen Bücher sind speziell für Kinder im Alter von drei bis acht Jahren konzipiert, die in einer mehrsprachigen Umgebung – im familiären Kontext wie auch im Kindergarten – aufwachsen. Solche Bücher ermöglichen es den Kindern, ihr Sprachgefühl zu entwickeln, ihren Wortschatz zu erweitern und beide Sprachen parallel zu erfassen. Zur Förderung und zum Ausbau sprachlicher Kompetenzen kommen zweisprachige Bücher auch in deutschen Schulen zunehmend zum Einsatz.

Die Bücher bieten eine kindgerechte, sprachlich anregende Gestaltung und abwechslungsreiche Illustrationen. Es werden bewusst kulturell übergreifende Themen ausgewählt, z. B. Freundschaften schließen, Toleranz entwickeln, Ängste überwinden, Abenteuer erleben usw. So stellen wir sicher, dass die Geschichten in allen anvisierten Sprachräumen sowohl sprachlich als auch kulturell verständlich und interessant sind. (https://www.edition-bilibri.com/verlag/)

Zweisprachige Kinderbücher sind speziell auf die Bedürfnisse von Kindern zugeschnitten, die mit mehreren Sprachen aufwachsen. Sie hören oder lesen die Geschichten sowohl in ihrer Muttersprache als auch in Deutsch, der Sprache ihrer alltäglichen Umgebung. Dadurch wird nicht nur das Sprachgefühl in beiden Sprachen geschult, sondern auch der Wortschatz auf natürliche Weise erweitert. Alle Titel enthalten zusätzliche Materialien, die mit großer Sorgfalt entwickelt wurden, um die Sprachaneignung weiter zu fördern. Viele Bücher werden von mehrsprachigen Hörbuchversionen auf CD oder als MP3 begleitet, die von Muttersprachler:innen eingesprochen wurden und den Kindern ermöglichen, eine authentische Aussprache zu hören. Musikbeiträge und Kinderlieder – sofern vorhanden – untermalen die Geschichten und machen sie noch lebendiger und ansprechender.

Der Verlag bietet auch eine bilibrini-Reihe, die sich an Kinder im Alter zwischen zwei und sechs Jahren richtet. Je nach Alter umfassen die Geschichten zwischen 800 und 1100 Wörter. Der Inhalt ist im Präsens geschrieben. Ziel des Verlages ist es, Bereiche des Grundwortschatzes zu vermitteln, wie beispielsweise: Farben, Tiere, Kleidung, Körperteile, Gefühle, Alltag. Bastelbögen, Kopiervorlagen und Ausmalbilder ermöglichen es den Kindern, die Sprache der Geschichte auf spielerische und für sie bedeutungsvolle Weise erneut zu erleben. Zusätzlich steht auf der Website ein eigener Bereich mit Materialien zum Download zur Verfügung. (https://www.edition-bilibri.com/kitas-schulen/kopiervorlagen/).

In einem Interview mit „coachatschool“ vom 19. Februar 2022 erläuterte die Verlagsleiterin Kristy Koth die Bedeutung zwei- und mehrsprachiger Kinderliteratur, ihre zukünftigen Perspektiven sowie das Buckkoffer-Programm für bilingual aufwachsende Kinder. Koth betont, dass keine Sprache per se wichtiger sei als eine andere und dass Kinder diese Gleichwertigkeit durch Literatur in beiden Sprachen unmittelbar erfahren können. Zweisprachige Bücher eröffnen einsprachigen Kindern zudem einen ersten Zugang zu anderen Sprachen und ermöglichen ihnen, die Erfahrung des Nicht-Verstehens nachzuvollziehen. Dadurch entwickeln sie ein stärkeres Empathievermögen gegenüber Kindern, die Schwierigkeiten mit der deutschen Sprache haben, und gewinnen ein Bewusstsein für die Relevanz zwei- und mehrsprachiger Literatur im frühen Bildungskontext. (coachatschool, 2022) Statistiken zeigen, dass Kinder aus Migrantenfamilien finanziell häufig benachteiligt sind und ihr Zugang zu qualitativ hochwertigen Büchern oftmals eingeschränkt ist, wodurch ihr Potenzial ungenutzt bleibt. Das

vom Verlag organisierte Bücherkoffer-Programm bietet diesen Kindern die Möglichkeit, Bücher in ihrer Muttersprache zu lesen oder vorgelesen zu bekommen, und fördert so ihre sprachliche und literarische Entwicklung. Darüber hinaus eröffnet das Programm den Schulen die Gelegenheit, sich intensiv mit Fremdsprachen auseinanderzusetzen. Sie können die Audios in zahlreichen Sprachen anhören und den Klang der Sprachen gemeinsam reflektieren. Kinder, deren Muttersprache nicht Deutsch ist, haben so die Gelegenheit, ihre Sprache mit anderen zu teilen und damit auch kulturelle Elemente weiterzugeben, da Sprache immer auch Kultur vermittelt. (coachatschool, 2022)

Die derzeitige Sprachauswahl umfasst Albanisch, Arabisch, Englisch, Französisch, Griechisch, Italienisch, Kurdisch/Kurmancî, Persisch/Farsi, Polnisch, Portugiesisch, Rumänisch, Russisch, Spanisch, Tigrinya, Türkisch und Ukrainisch, immer in Kombination mit Deutsch. Die zentrale Motivation des Bilibri Verlags für die Übersetzung von zirka 30 Büchern aus dem Deutschen ins Rumänische besteht darin, die rumänische Gemeinschaft in Deutschland bei der Aufrechterhaltung und dem Ausbau ihrer Sprachkompetenzen in beiden Sprachen zu unterstützen. Durch das Angebot zweisprachiger Materialien wird sowohl der Erwerb der deutschen Sprache erleichtert als auch die Pflege der rumänischen Muttersprache gefördert, wodurch zugleich ein Beitrag zur Bewahrung der kulturellen Identität in der Diaspora geleistet wird. Im Folgenden werden fünf ausgewählte Titel vorgestellt, die aufgrund ihrer Inhalte und didaktischen Aufbereitung besonders relevant für die sprachliche Entwicklung rumänischsprachiger Kinder erscheinen.

Katharina E. Volk ist eine Autorin von Kinderbüchern, die ins Rumänische übersetzt wurden. Zu den bekanntesten Kinderbüchern zählen „Der schlaue kleine Elefant“, „Auf Wiedersehen an ein anderes Ende der Welt“, „Wem gehört der Schuh?“, „Gute Nacht im Zoo“.

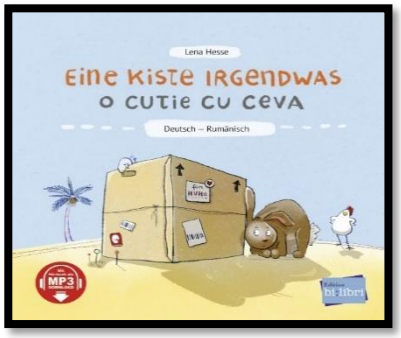
„Der schlaue kleine Elefant“ liegt auch in einer rumänischen Übersetzung vor und richtet sich an Kinder ab vier Jahren. Das Buch umfasst 28 Seiten, ist reich illustriert und wird durch eine mehrsprachige Audio-CD ergänzt. Die Erzählung handelt von einigen Elefanten, die an einem Sonntag, um der Langeweile zu entgehen, einen Wettbewerb im Rüsselknotenbinden veranstalten. Dieser Wettkampf, der zwischen den größten und kräftigsten Elefanten

sowie den ruhigsten Tieren ausgetragen wird, entwickelt sich zu einem unterhaltsamen Spiel, aus dem am Ende ein unerwarteter Gewinner hervorgeht. Die erzählte Handlung vermittelt die pädagogische Botschaft, dass jede/r auf ihre/seine Weise richtig liegt und dass Anderssein auch positive Aspekte haben kann. Aufgrund der humorvollen Gestaltung und der ansprechenden Handlung ist das Buch insbesondere für junge Kinder sehr ansprechend und geeignet, ihre sprachliche und kognitive Entwicklung zu fördern.

Für Kinder ab sechs Jahren liegt in rumänischer Übersetzung das Buch **„Die wütende Spinne Riza“** vor. Es umfasst 28 stabile Kartonseiten mit Farbabbildungen und wird durch eine Audio-CD in 13 Sprachen ergänzt. Die Erzählung handelt von Riza, einer Spinne, die sehr schnell wütend wird, sodass die anderen Tiere ihre Spinnweben nur mit Mühe zerstören können. Leyla, eine zentrale Figur der Geschichte, fürchtet, dass die kleine Spinne vor Zorn „explodiert“, und entwickelt schließlich eine Lösung, um die Netze vor den anderen zu schützen. Die Geschichte zeichnet sich dadurch aus, dass sie die Erlebnisse von Tieren aufgreifen und deren fabelhafte Abenteuer darstellen. Sie bietet den jungen Lesenden einen Zugang zu narrativen Strukturen und thematisiert zugleich den Umgang mit unterschiedlichen Persönlichkeiten und emotionalen Herausforderungen. Durch die Verbindung von Tierfiguren, humorvollen Handlungen und lösungsorientierten Konfliktstrategien ist die Geschichte besonders geeignet, das Interesse und die sprachliche Entwicklung von Kindern zu fördern.

„Das Allerwichtigste“ richtet sich an Kinder ab drei Jahren und liegt in mehr als 13 Sprachen vor, darunter auch in rumänischer Übersetzung. Das Buch umfasst 48 farbige, faltbare Seiten und wird, wie die weiteren Titel der Reihe, von einer Audio-CD mit Aufnahmen in mehreren Sprachen begleitet. Die erzählte Fabel thematisiert einen Streit zwischen verschiedenen Tieren, die behaupten, dass das jeweils eigene Merkmal das Wichtigste sei. So argumentiert

beispielsweise der Igel, sein Stachel sei essenziell, da er Schutz biete; der Hase hebt seine langen Ohren hervor, um feinste Geräusche wahrnehmen und sich schnell fortbewegen zu können; die Giraffe betont ihren langen Hals, um die zartgrünen Blätter der Bäume zu erreichen. Die narrative Fragestellung reflektiert, wie es wäre, wenn alle Tiere dieselben Merkmale besäßen, und vermittelt die pädagogische Kernbotschaft, dass jede/r über individuelle Stärken verfügt und Vielfalt wertvoll ist. Die zweisprachige Umsetzung des Buches stellt auf jeder Seite die Besonderheit eines Tieres vor, während auf den Klappseiten die Waldbewohner mit ihren zentralen Merkmalen zusammengefasst werden. Die humorvollen Illustrationen und die dynamische Inszenierung der Handlung tragen zur kindlichen Unterhaltung bei und fördern die Aufmerksamkeit und das Textverständnis, indem sie zugleich die Diversität und Einzigartigkeit zelebrieren.



„Eine Kiste Irgendwas“ richtet sich an Kinder ab drei Jahren und liegt in zwölf Sprachen vor. Das Buch umfasst 32 Seiten mit farbenfrohen Illustrationen. Die narrative Handlung fokussiert auf zwei Protagonisten, eine Henne und ein Kaninchen, die sich auf einer Insel befinden. Im Zentrum der Geschichte steht die Ankunft einer großen Kiste, deren Inhalt zunächst unklar bleibt. Während die Henne die Kiste bestellt, spekuliert das Kaninchen über mögliche Hilfsmittel auf der Insel und versucht, das Geheimnis der Kiste zu ergründen. Die Erzählung fungiert als didaktisches Instrument für zweisprachige Leserinnen und Leser, indem sie aus der anfänglich leeren Kiste eine Kiste „mit etwas“ werden lässt. Das Geheimnis des Inhalts bleibt dabei erhalten, wodurch die Kinder angeregt werden, eigene Vorstellungen zu entwickeln. Lena Hesses Gestaltung eröffnet den Lesenden Freiräume für Imagination und Kreativität und vermittelt zugleich eine unterhaltsame narrative Erfahrung.

Die Bilibri-Bücher regen zudem die kindliche Vorstellungskraft an, indem ihre Bildgestaltung universell und unabhängig von spezifischen sprachlich-kulturellen Kontexten erfolgt. Lena Hesse, eine der Illustratorinnen, die an dieser Buchreihe mitarbeitet, äußerte in einem Interview aus dem Jahr 2022, dass eine der zentralen Herausforderungen für Illustratoren von Kinderbüchern die unbewusste Reproduktion von Stereotypen darstellt. Zur Veranschaulichung führt sie das Beispiel der Darstellung des Begriffs „Familie“ an: Häufig wird dabei automatisch an Vater, Mutter und Kind gedacht, was jedoch nicht der Lebensrealität aller

Kinder entspricht. Vor diesem Hintergrund aktualisiert Hesse ihre Bildwelt kontinuierlich und berücksichtigt solche Aspekte bei der Gestaltung ihrer Illustrationen bewusst. Sie betont zudem, dass Kinderbücher einen Raum eröffnen, in dem künstlerische Freiheit und die Darstellung vielfältiger Möglichkeiten gegeben sind. Die Illustrationen im Buch sollen dabei zugleich zwei Kulturen widerspiegeln und sowohl das Einzigartige als auch das Allgemeingültige der dargestellten Inhalte erfahrbar machen. (https://www.buecherkinder.de/2022/11/10-fragen-an-lena-hesse/)

Für die Übersetzungen kooperiert der Bilibri-Verlag mit Muttersprachler:innen, die darauf achten, Rhythmus, Tonfall und humoristische Elemente der Ausgangssprache zu bewahren. Das Redaktionsteam orientiert sich dabei an einer annähernden Wortanzahl zwischen der deutschen und der rumänischen Version, sodass die Kinder auch visuell die linguistischen Entsprechungen erkennen können. Die Audio-Materialien dienen dazu, die Klangstruktur und Sonorität der Sprachen nebeneinander erlebbar zu machen und gleichzeitig gegenseitigen Respekt sowie sprachliche Sensibilität zu fördern.

Obwohl die vorgestellten Bücher primär für den Einsatz in deutschen Kindertagesstätten konzipiert wurden, lassen sie sich ebenso in rumänischen Kindergärtnern nutzen. Sie bieten die Möglichkeit, bei mehrsprachigen Kindern ein Bewusstsein für Sprache zu fördern und deren sprachliche Kompetenzen in der Muttersprache zu stärken. Gleichzeitig ermöglichen sie einsprachig aufwachsenden Kindern den ersten Zugang zu den Sonoritäten und kulturellen Klangfacetten der deutschen Sprache, wodurch frühe interkulturelle und sprachliche Erfahrungen vermittelt werden.

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Die Interaktion als Methode der Sprechförderung im DaF-Unterricht. Didaktische Perspektiven über das interaktive Lernen und Raumgestaltung

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ABSTRACT

This article addresses the methodological and didactic significance of interaction in the context of teaching German as a foreign language, with a particular focus on the promotion of oral proficiency. Based on an analysis of theoretical approaches and an empirical survey of teachers from Romania and Germany, it examines how different social forms, such as pair and group work, can be purposefully employed to enhance oral language production. Furthermore, one reveals the influence of physical classroom design on the implementation of interactive teaching methods. The study reveals that flexible adaptation of teaching methods and the integration of supplementary, often playful, materials are crucial factors for learning success. It highlights the relevance of differentiated classroom design and the importance of didactic innovations for the sustainable development of communicative skills in foreign language education.

KEYWORDS: interaction, oral proficiency, German as a foreign language, social forms, classroom design, spatial concept, communicative competence.

ZUSAMMENFASSUNG

Der vorliegende Artikel widmet sich der methodisch-didaktischen Bedeutung der Interaktion im Kontext des Deutsch als Fremdsprache Unterrichts, mit besonderem Fokus auf die Förderung der Sprechkompetenz. Basierend auf einer Analyse theoretischer Ansätze sowie einer empirischen Erhebung unter Lehrkräften aus Rumänien und Deutschland, wird herausgearbeitet, wie variierende Sozialformen wie Partner- und Gruppenarbeit gezielt zur Steigerung der mündlichen Sprachproduktion eingesetzt werden können. Darüber hinaus werden die Einflüsse der physischen Raumgestaltung auf die Umsetzung interaktiver Lehrmethoden diskutiert. Die Untersuchung offenbart, dass eine flexible Anpassung der Unterrichtsmethoden und die Integration ergänzender, oft spielerischer Materialien entscheidende Faktoren für den Lernerfolg darstellen. Die Studie unterstreicht die Relevanz einer differenzierten Lehrraumkonzeption sowie die Bedeutung didaktischer Innovationen zur nachhaltigen Entwicklung kommunikativer Fertigkeiten im Fremdsprachenunterricht.

SCHLÜSSELWÖRTER: Interaktion, Sprechförderung, Deutsch als Fremdsprache, Sozialformen, Unterrichtsgestaltung, Raumkonzept, kommunikative Kompetenz.

Sprechförderung durch Interaktion

Unter dem Begriff „Interaktion" versteht man eine gegenseitige Beeinflussung zwischen den Teilnehmenden, bei der vor allem das Sprechen und Hören, teilweise auch das Lesen und Schreiben in unterschiedlichem Ausmaß erforderlich ist. (Kotthoff, 2017) Der Erwerb der Erst- und Zweitsprache bei jungen Lernenden vollzieht sich maßgeblich durch die Interaktion mit ihrer Umwelt. Dieser Befund ist für die Fremdsprachenforschung von zentraler Bedeutung und wird insbesondere seit der Etablierung kommunikativer Lernziele immer wieder aufgegriffen und diskutiert. (Rösler, 2023). Seit den 1980en Jahren, mit der Verschiebung des Fokus vom grammatisch korrekten Sprachgebrauch hin zu einem situationsgerechten kommunikativen Handeln rückte die Interaktionsforschung immer stärker in den Mittelpunkt der Fremdsprachendidaktik.

Auf der anderen Seite, stellt die simultane Berücksichtigung der interaktiven und kognitiven Prozesse dabei eine große Herausforderung für die Forschung dar. In der Interaktion werden Lernende dazu angeregt, kohärente Äußerungen in der Fremdsprache zu produzieren und durch Reformulierungen, Vervollständigungen, Nachfragen und Erklärungen sprachlich voranzuschreiten. Interaktion fördert somit unmittelbar den Erwerb sprachlicher Kompetenzen – auch dann, wenn sie überwiegend im institutionellen Rahmen des Unterrichts stattfindet. (Kotthoff, 2017)

Sozialformen und Raumgestaltung im Unterricht

Ausgehend davon, dass Interaktionsformen im Unterricht eine wichtige Herangehensweise für das Erreichen eines komplexeren und bewussteren Sprechakts sind, wird im Folgenden die Interaktion in den verschiedenen Sozialformen betrachtet. Für uns ist es von Interesse, wie die Unterrichtsteilnehmer in den Sozialformen miteinander interagieren und wie diese Interaktion die Sprechkompetenz beeinflussen kann.

Der Begriff „Präsenzlernen" existiert in der Fremdsprachendidaktik erst seit Beginn des 21. Jahrhunderts und markiert die gemeinsame Anwesenheit an einem bestimmten Ort. Die Sozialformen sind Formen der Zusammenarbeit zwischen den Unterrichtsbeteiligten und unterteilen sich im Klassenunterricht, Einzelarbeit, Partnerarbeit und Gruppenarbeit. (Rösler, 2023) Mitentscheidend für die Interaktion ist auch die Gestaltung des Unterrichtsraumes, weil die

Anordnung der Tische die Interaktionsmöglichkeiten manchmal beschränkt. Fest installierte Stühle und Tische schränken die Wahl der Sozialformen durch die Lehrkraft ein und lassen sich nur mit großem Zeitaufwand umstellen. (Funk et.al., 2014) Durch die Möglichkeit, Stühle und Tische flexibel zu rearrangieren, lassen sich bewegungsorientierte Unterrichtsformen wie Klassenspaziergänge sowie kollaborative Arbeitsphasen in Gruppen didaktisch sinnvoll realisieren (Schart, Legutke, 2024: 92-102). Alexandra Pătrău hat 2025 eine eingehende Synthese zur Beziehung zwischen räumlicher Gestaltung und Interaktionsformen im Deutschunterricht vorgelegt und anhand rumänischsprachiger Lerngruppen exemplarisch aufgezeigt, dass gerade im Fremdsprachenunterricht dem Raum eine zentrale Bedeutung zukommt, da Sprachlernprozesse stets in räumliche Kontexte eingebettet sind und jede spezifische Raumgestaltung unterschiedliche Lernimpulse hervorruft. Raum und Gegenstände erzeugen Assoziationen, die die Verarbeitung und Aneignung sprachlicher Inhalte maßgeblich beeinflussen. (Pătrău, 2025).

Im Klassenunterricht wird eine gewisse Homogenität der Gruppe vorausgesetzt, wobei durch Klassengespräche und Präsentationen ein gemeinsamer mentaler Fokus geschaffen wird. (Schramm, 2010) Beim Frontalunterricht steht die Lehrkraft den Lernenden gegenüber und vermittelt der ganzen Gruppe bestimmte Informationen oder steuert den Unterricht durch Anweisungen bzw. Fragen. Dadurch ist das Interaktionsverhältnis sehr stark auf die Lehrkraft konzentriert. (Rösler, 2023) Diese Form der Raumgestaltung zählt zu den älteren Typen und wurde im Rahmen eines „offenen" Unterrichtsraums mit flexibler Architektur modifiziert, um kooperative und kreative Lernprozesse zu ermöglichen. (Pătrău, 2025)

Die Einzelarbeit ermöglicht es den Lernenden, in ihrem eigenen Tempo zu arbeiten. Bei dieser Arbeitsform ist eine direkte mündliche Interaktion nicht möglich, was zu Konkurrenzdenken und Egoismus führen kann. Falls nur zwei Lernenden zusammenarbeiten sollen, wird dies als Partnerarbeit bezeichnet. Der Einsatz dieser Sozialform führt zu einer Erhöhung der individuellen Sprechzeit der Lernenden und da ihr organisatorischer Aufwand vergleichsweise gering ist, findet sie zugleich eine häufige Anwendung durch Lehrkräfte. (Haß, 2016) Obwohl sich diese Sozialform auch in einem Raum mit frontal eingerichteten Tischen schnell umsetzen lässt, arbeiten die Lernenden fast immer mit demselben Partner zusammen, was auf lange Sicht nicht genug Abwechslung schafft. Daher sollte der Unterrichtsraum so gestaltet sein, dass Bewegungsfreiheit besteht und die

Bildung von Partner- oder Arbeitsgruppen nach unterschiedlichen Kriterien ermöglicht wird. (Pătrău, 2025)

Mit der Gruppenarbeit werden sprachliche und kognitive Lernziele sowie Sozialkompetenzen verfolgt, die zu einer höheren Lernerautonomie führen. (Schramm, 2010) Damit Interaktionsformen in beliebiger Art und Weise eingesetzt werden können, muss der Unterrichtsraum flexibel möbliert sein, denn nur so kann der Wechsel in den Sozialformen erleichtert werden. (Funk et.al., 2014) Es ist daher die Notwendigkeit eines flexiblen Raumes entstanden, der die Interaktion ermöglicht und die Produktivität im Unterricht steigern soll. Pătrău zufolge sollte der Raum verschiedene Zonen für die Gruppenarbeit bereitstellen und als flexibler Lernprozess verstanden werden, der sich durch Lehrende und Lernende jederzeit gestalten lässt – sowohl durch physische Veränderungen, wie das Verschieben von Tischen, als auch durch die Anpassung der Beziehungen zwischen diesen Positionen. (Pătrău, 2025)

Neben den klassischen Sozialformen eignen sich auch neuere und alternative Sozialformen besonders gut für das Sprechen und als Methoden, um mehrere Arbeitsformen in denselben Unterricht einzubinden. Zu diesen alternativen Sozialformen zählen beispielsweise die Expertengruppen, das Speed-Dating, die Cocktail-Party, Think-Pair-Share. Die Expertengruppen-Methode ist Teil des kooperativen Lernens und findet in einem Gruppenpuzzle (auch Jigsaw genannt) statt. (Möller-Frorath, 2016) In dieser Methode wird das Sprechen ständig gefordert und jeder Teilnehmer muss seine eigene Leistung darlegen.[1] Speed-Dating hat als Fokus die kommunikativen und argumentativen Fertigkeiten und jeder Lernende beteiligt sich aktiv an dieser Methode. Ähnlich sind auch die Methoden Karussell bzw. Kugellager, mit der Ausnahme, dass die Lernenden in einem Kreis sitzen.[2] Die Cocktail-Party-Methode gibt den Lernenden die Möglichkeit, sich frei im Raum zu bewegen und mit den anderen für eine gewisse Zeit Informationen auszutauschen. Damit diese Methode durchgeführt werden kann, muss der Raum über bewegliche Tische und Stühle verfügen.[3] Zudem

[1] https://www.betzold.de/blog/gruppenpuzzle

[2] https://methodenkoffer_aktivierende_arbeitsformen.pdf

[3] https://material/methoden/die-cocktail-party

schließt die Think-Pair-Share-Methode mehrere Sozialformen ein, mit dem Ziel alle Lernenden aktiv in den Unterricht miteinzubeziehen.[4]

Unterschiedliche Sozialformen im Unterricht sollen dabei helfen, mehr Abwechslung zu schaffen und eine gewisse Spontaneität des Sprechens zu ermöglichen. Durch den häufigen Wechsel der Sozialformen vergewissern sich die Lehrenden, dass auch diejenigen Lernenden berücksichtigt werden, die sich in bestimmten Interaktionsaufgaben nicht wohlfühlen, z. B. vor der Klasse zu sprechen oder immer nur mit demselben Partner zu sprechen. So haben alle die Chance, sich in einer Sozialform ausreichend zu äußern, wodurch sich der Sprechanteil jedes Lernenden erhöht. Eine häufigere Abwechslung der Sozialformen sorgt für eine Vielfalt an Interaktionsmöglichkeiten für alle Lernenden und unterstützt einen binnendifferenzierten Unterricht, da sie unterschiedliche Lernwege, Arbeitsgeschwindigkeiten und Kommunikationsbedürfnisse berücksichtigt. (Schart, Legutke, 2024) Durch variierende Sozialformen können Lernende je nach ihrem Leistungsstand, ihren Interessen und ihrer Persönlichkeit angemessen gefordert und gefördert werden: Einzelarbeit ermöglicht individuelles Tempo, Partner- und Gruppenarbeit fördern kooperative Lernprozesse und kommunikative Kompetenzen, während Plenumsphasen Orientierung und gemeinsame Struktur bieten. Die Vielfalt der Sozialformen schafft somit flexible Lernarrangements, in denen alle Lernenden auf ihrem jeweiligen Niveau aktiv teilhaben und Fortschritte erzielen können. (Warnecke, 2023)

Untersuchung unter rumänischen und deutschen Lehrkräften

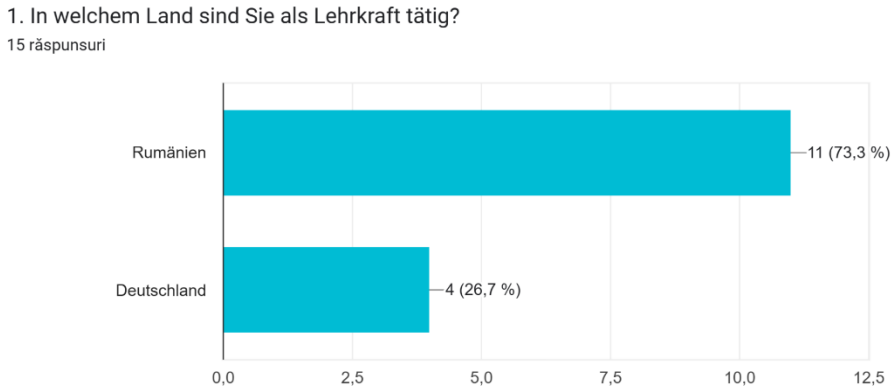
Zur praktischen Ergänzung der theoretischen Überlegungen wurde eine empirische Erhebung konzipiert, die darauf abzielt, Interaktion und räumliche Bedingungen im Präsenzunterricht zu untersuchen. An der Befragung nahmen 15 Lehrkräfte teil, die ihre Erfahrungen aus der eigenen Unterrichtspraxis einbrachten. Die Umfrage fokussierte zum einen den Einsatz verschiedener Sozialformen im Präsenzunterricht und den Einfluss von Lehrwerken auf deren Gestaltung. Zum anderen wurden Fragen zur räumlichen Organisation des Unterrichtsraums gestellt, insbesondere zur Frage, inwiefern die räumliche Ausstattung Interaktionen unterstützen oder begrenzen kann. Da der Unterrichtsraum maßgeblich zur Ausprägung und Qualität von

[4] https://lehrerfortbildung-bw.de/thinkpairshare.html

Interaktionsformen beiträgt – und damit implizit auch zur Förderung mündlicher Sprachproduktion – war von besonderem Interesse, ob und in welchem Umfang sich Lernende frei und ohne Hindernisse im Raum bewegen können.

Die Umfrage wurde in Form eines Google-Formulars erstellt und richtete sich an Lehrkräfte aus zwei Ländern, nämlich aus Rumänien und Deutschland, die Kurse im Bereich DaZ/DaF für junge Erwachsene und Erwachsene anbieten. Im Zeitraum Juni-Juli 2025 wurde dieses Formular an Lehrkräfte ausgerichtet, die entweder an der Universität „Alexandru Ioan Cuza" Iaşi, am Kulturzentrum Iaşi, oder an den Universitäten Dresden oder Freiburg im Breisgau tätig sind. Die auf Deutsch formulierten Fragen umfassten verschiedene Formate, wie geschlossene Fragen, offene Fragen und Multiple-Choice-Fragen. Die offenen Fragen dienten dazu, mehr Einblicke in die individuelle Situation der Lehrkräfte zu erhalten und ihnen die Möglichkeit zu geben, eine detaillierte Perspektive aus dem Unterrichtsraum zu vermitteln. Im Rahmen der Umfrage wurden innerhalb eines Monats 15 Rückmeldungen erhoben, die als Grundlage für die Ableitung bestimmter Tendenzen hinsichtlich der praxisbezogenen Anwendung unterschiedlicher Interaktionsformen im DaF-Unterricht dienten.

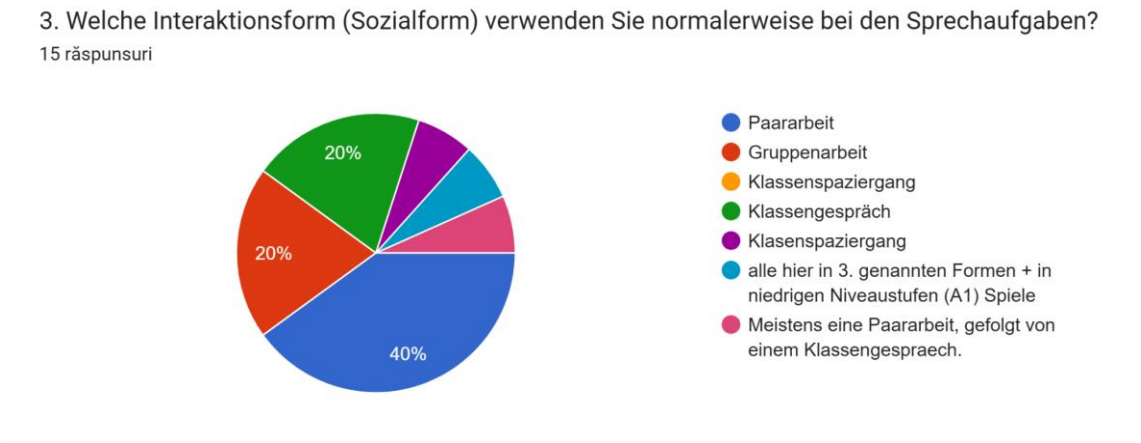
Mit dem ersten Teil der Umfrage sollte zunächst erhoben werden, in welchem Land die Lehrkräfte tätig sind, um die Unterschiede in den nachfolgenden Antworten besser einordnen zu können. Die Umfrage wurde überwiegend von rumänischen Lehrkräften (72,3 %) beantwortet.



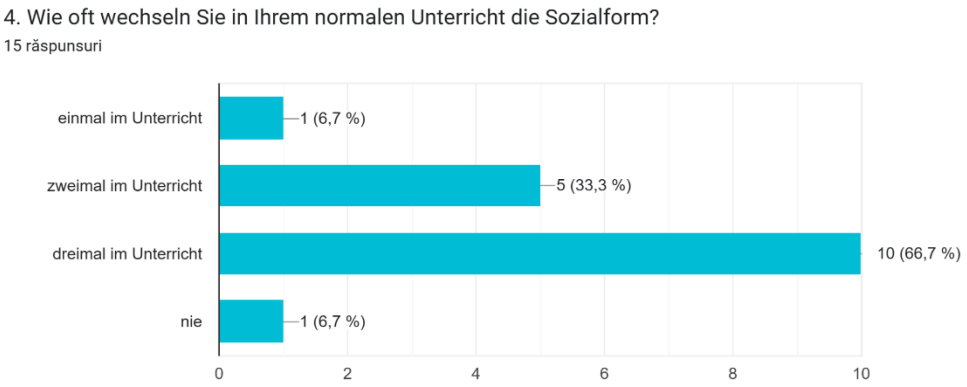
Die folgende offene Frage hatte zum Ziel, die am häufigsten verwendeten Lehrwerke zu erfassen. Da die teilnehmenden Lehrkräfte in Rumänien und

Deutschland unterrichten, war mit einer hohen Varianz der eingesetzten Materialien zu rechnen, weshalb an dieser Stelle keine einheitliche grafische Darstellung erstellt werden konnte. Auf den Niveaustufen A1–B1 wurden vor allem die Lehrwerke wie *Netzwerk Neu*, *Das Leben* und *Menschen* genannt, während auf den Niveaustufen B2–C1 hauptsächlich *Aspekte Neu* und *Sicher!* verwendet werden.

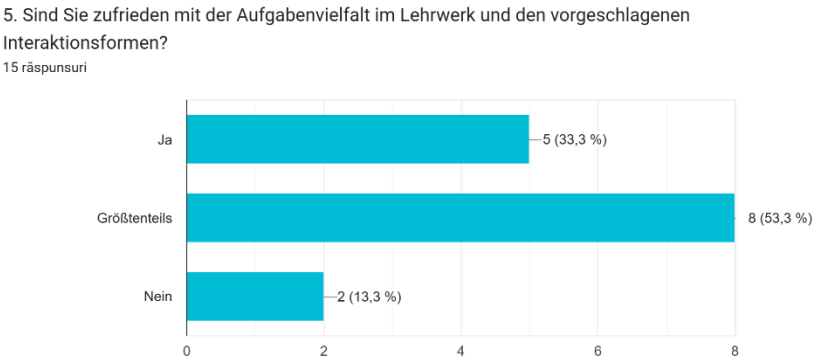
Die anschließenden Fragen richteten sich auf die im Unterricht eingesetzten Interaktionsformen. Von besonderem Interesse war, welche Sozialform die Lehrkräfte bevorzugt verwenden, um Sprechaufgaben erfolgreich umzusetzen, und wie häufig sie zwischen verschiedenen Sozialformen wechseln. Die Ergebnisse verdeutlichen, dass die Partnerarbeit von den Befragten am häufigsten genutzt wird.



Laut den Ergebnissen dieser Untersuchung erfolgt der Wechsel der Interaktionsformen im regulären Unterricht für die Mehrheit der befragten Lehrkräfte (66,7 %) dreimal. Dies legt nahe, dass durch die Variation der Sozialformen die unterschiedlichen interaktiven Bedürfnisse aller Lernenden berücksichtigt und adressiert werden können.



Darüber hinaus wurde der Zufriedenheitsgrad der Lehrkräfte hinsichtlich der in den Lehrwerken vorgesehenen Interaktionsformen erhoben. Die Auswertung zeigt, dass die Mehrheit der Befragten (53,3 %) mit diesen überwiegend zufrieden ist.

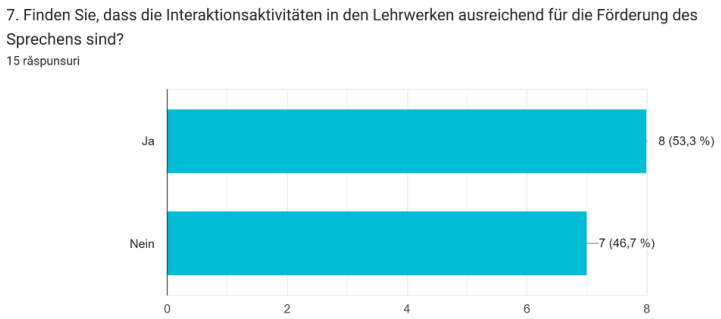


Lehrkräfte, die mit den vorgeschlagenen Interaktions- bzw. Sozialformen in den Lehrwerken nicht vollkommen zufrieden sind, haben ihre Änderungen und punktuelle Lösungen in der nächsten Frage erläutert. Aus den Antworten lässt sich schließen, dass die Lehrkräfte manche im Lehrwerk vorgegebene Aufgaben ergänzen oder umformulieren und sie manchmal extra Materialien zum Unterricht bringen oder selbst erstellen müssen. Einige bauen spielerische Aktivitäten und weitere Beispiele sowie Erklärungen zu Übungen ein, die einen Dialog und eine Reihe von Wörtern, die zu verwenden sind, beinhalten.

Zu den von den Befragten genannten Herausforderungen der Lehrwerke zählen unter anderem die teilweise zu langen Texte ohne darauf abgestimmte Aufgaben sowie eine unzureichende Anzahl an Übungen zur Festigung des Wortschatzes. Mehrere Lehrkräfte gaben an, dass sie die Interaktionsübungen an die jeweilige Lerngruppe anpassen. Dabei zeigen sich insbesondere bei Erwachsenengruppen häufig eine geringere Offenheit gegenüber bestimmten Interaktionsformen (z. B. Spielen oder Klassenspaziergängen), die teilweise sogar aktiv abgelehnt werden. Als Lösungsstrategie wurde vorgeschlagen, die Aufgaben je nach Gruppe zu modifizieren. Bei Aufgaben, die keine festen Vorgaben enthalten, erweist es sich als hilfreich, Rollen flexibel zu tauschen oder einzelne Lernende gezielt einzubeziehen, indem ihnen Fragen gestellt oder Erklärungen übertragen werden.

Ein anderer Befragter hebt einen weiteren Aspekt der kooperativen Interaktionsformen hervor: Obwohl das freie Sprechen auch bei Lernenden mit Sprechangst aktiviert wird, zeigt sich in vielen Fällen, insbesondere auf höheren Niveaustufen, dass das aktive Sprechen im Rahmen der gestellten Aufgabe ohne Steuerung durch die Lehrkraft weiterhin fehlerhaft bleibt, da eine unmittelbare Korrektur nicht möglich ist. Dies begründet er wie folgt: „Häufig zeigt sich, dass das aktive Sprechen deswegen zurückhaltend erfolgt und/oder fehlerhaft ist, weil in den niedrigeren Kursstufen der Fokus zugunsten des freien Formulierens zu wenig auf eine systematische Grammatikvermittlung und ausdauerndes Üben gelegt wurde. Dieses Problem lässt sich auch durch jegliche in Lehrbüchern vorgeschlagene Interaktionsform nicht lösen."

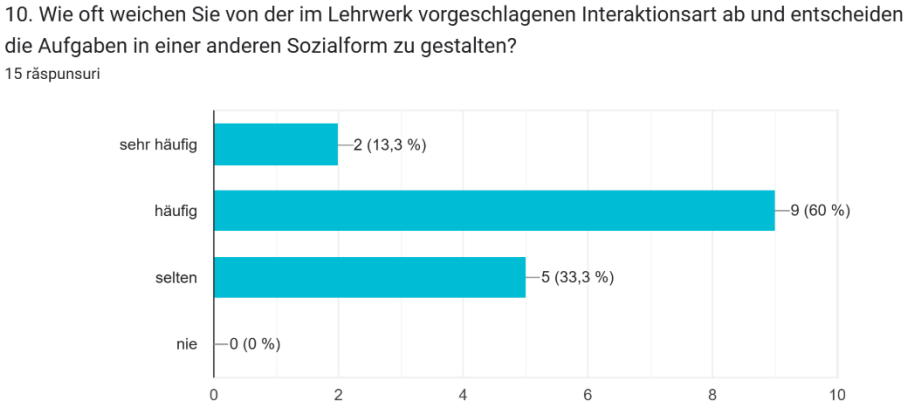
Im Rahmen der Umfrage wurde erhoben, ob die in den Lehrwerken vorgesehenen Interaktionsaktivitäten aus Sicht der Lehrkräfte ausreichend auf die Förderung der mündlichen Sprachkompetenz ausgerichtet sind. Die Ergebnisse zeigen ein nahezu ausgeglichenes Meinungsbild: 53,3 % der Befragten halten die vorgesehenen Aktivitäten für angemessen, während 46,7 % dies nicht so einschätzen.



Unabhängig davon, ob sie mit dem im Lehrwerk vorgeschlagegen Aufgaben zufrieden waren oder nicht, geben alle Befragten an, auch andere Unterrichtsmaterialien neben dem Lehrwerk zu verwenden. Zu den klassischen

Zusatzmaterialien gehören Arbeitsblätter, die entweder das Lehrwerk begleiten oder von den Lehrkräften selbst erstellt werden. Viele setzen auch didaktische Spiele ein, wie Brettspiele, Würfel- oder Kartenspiele, Memory, Glücksrad usw. Im Zusammenhang mit Spielen und digitalen Medien werden im Unterricht außerdem interaktive Aufgaben wie WorldWall, Kahoot, Bamboozle oder Mentimeter usw. verwendet. Nicht zu vergessen sind die üblichen digitalen Medien wie Filme, Fotos, Youtube-Videos und neuerdings auch Podcasts. Die Lehrkräfte versuchen, den Unterricht nah an authentischen Lebenssituationen zu orientieren und verwenden dafür authentische Materialien wie Blogs, Statistiken, Zeitungsartikel usw.

Die Auswertung der folgenden Frage ergab, dass 13,3 % der Befragten sehr häufig und mehr als die Hälfte häufig von der in den Lehrwerken vorgeschlagenen Interaktionsform abweichen. Die übrigen Lehrkräfte weichen eher selten davon ab (33,3 %) und betrachten die Vorgaben der Lehrwerke als angemessen.



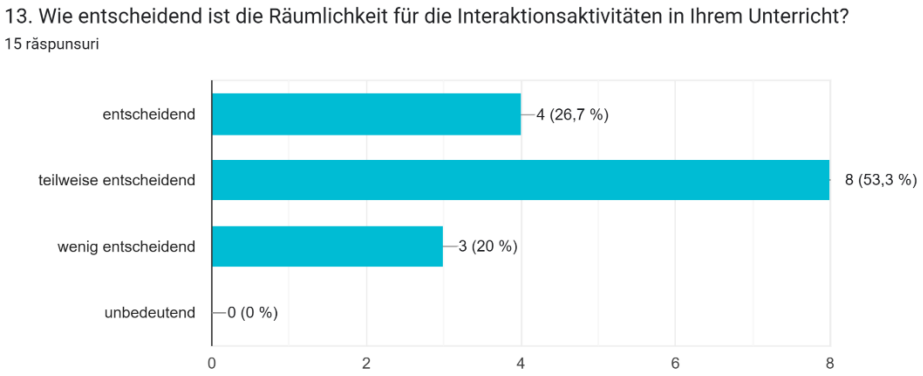
Im darauffolgenden Abschnitt der Befragung wurden Items integriert, die darauf abzielten, die Interaktionsprozesse im Zusammenhang mit der räumlichen Gestaltung des Unterrichtsraums zu untersuchen. In Anknüpfung an die theoretischen Überlegungen zur Geografie des Lernraums (siehe Schart, Legutke 2024) sollte dabei ermittelt werden, inwiefern räumliche Anordnungen – etwa die Flexibilität von Klassenmöbel, verfügbare Bewegungsflächen oder die Sichtbeziehungen zwischen den Lernenden – Einfluss auf die Wahl der Sozialformen sowie auf die Qualität und Quantität der mündlichen Interaktion

nehmen. Die Lehrkräfte sollten in diesem Zusammenhang angeben, in welchem Typ von Unterrichtsraum ihre Lehrveranstaltungen überwiegend stattfinden und wie dieser jeweils räumlich gestaltet ist. Zur Auswahl standen folgende Raumkonfigurationen:

- Unterrichtsraum mit frontal ausgerichteten Tischreihen
- Unterrichtsraum mit dezentral angeordneten „Lernstationen"
- Unterrichtsraum, der die Durchführung von Klassenspaziergängen ermöglicht
- „Offener Lernraum" mit hoher räumlicher Flexibilität

Die Auswertung zeigt, dass der überwiegende Teil der Lehrkräfte (73,3 %) in Unterrichtsräumen mit frontaler Tischanordnung unterrichtet. An zweiter Stelle folgen Räume, die einen sogenannten „Klassenspaziergang" ermöglichen (26,7 %). Mit jeweils 20 % werden darüber hinaus Räume mit Lernstationen sowie offene Lernräume genannt. Dabei ist hervorzuheben, dass diese Rangfolge nicht die Präferenz der Lehrkräfte widerspiegelt, sondern ausschließlich der Häufigkeit der vorhandenen Raumkonfigurationen abbildet.

Vor dem Hintergrund dieser Ergebnissse stellt sich die Frage, ob verschiedene Arten von Räumen die Interaktion unterstützen oder sie eher erschweren. Die Ergebnisse der Erhebung verdeutlichen, dass Unterrichtsräume mit frontal ausgerichteter Tischanordnung Interaktionsprozesse eher behindern, wohingegen die drei übrigen Raumkonfigurationen die Umsetzung kommunikativer Sozialformen deutlich stärker unterstützen. Überraschenderweise betrachtet lediglich etwas mehr als die Hälfte der Lehrkräfte (53,3 %) die Raumgestaltung als *teilweise* entscheidend für die Qualität der Interaktion. Für 26,7 % ist die räumliche Anordnung *maßgeblich* und beeinflusst die Durchführung ihrer Unterrichtsaktivitäten unmittelbar. Die verbleibenden 20 % messen der räumlichen Gestaltung nur eine geringe Bedeutung bei und kompensieren bestehende Einschränkungen durch den Einsatz kreativer Lösungen.



Abschließend lassen sich auf Grundlage der analysierten Umfrageergebnisse mehrere Aspekte festhalten: Alle Lehrkräfte setzen – unabhängig von dem jeweils verwendeten Lehrwerk – zusätzliche Unterrichtsmaterialien ein, insbesondere solche, die die Interaktion und die mündliche Sprachproduktion, teils auch in spielerischer Form, fördern. Die Mehrheit der Befragten erachtet einen regelmäßigen Wechsel der Interaktions- bzw. Sozialformen – mit einer deutlichen Präferenz für Partnerarbeit – als notwendig, um eine umfassende Einbindung aller Lernenden zu gewährleisten. Die Aufgabenvielfalt in den Lehrwerken wird überwiegend als angemessen bewertet, ist jedoch in ihrer Effektivität häufig an die jeweils vorgegebene Sozialform gebunden. Die Ergebnisse zeigen, dass eine frontal ausgerichtete Tischanordnung von der Mehrzahl der Lehrkräfte als hinderlich für die Durchführung interaktionsorientierter Unterrichtsaktivitäten eingeschätzt wird. Demgegenüber werden alternative Raumkonfigurationen – etwa Unterrichtsräume mit „Lernstationen“ oder offene Lernräume – als deutlich förderlicher für die Umsetzung von Aufgaben beurteilt, die Interaktion und mündliche Kommunikationsprozesse in unterschiedlichen Sozialformen ermöglichen.

Schlussfolgerungen

Auf Basis der theoretischen Analyse und unter Berücksichtigung der Ergebnisse der Umfrage lässt sich erkennen, die Interaktion im Unterricht von großer Bedeutung für die Entwicklung der sprachlichen Kompetenzen und für einen abwechslungsreichen und binnendifferenzierten Unterricht ist. Damit alle Lernenden aktiv, gezielt und ihren individuellen Kompetenzen entsprechend teilnehmen können, muss Interaktion in unterschiedlichen Sozialformen integriert werden. Im Unterricht manifestiert sich Interaktion in vielfältigen

Momenten und Formen, sowohl in der Lehrer-Lerner-Kommunikation als auch im Austausch zwischen den Lernern. Dabei ist ein gezielter Einsatz von Sprechanlässen erforderlich, um spezifische Lernziele innerhalb definierter Zeiträume zu erreichen, beispielsweise die Förderung bewusster und gehaltvoller Sprechakte.

Die Ergebnisse legen nahe, dass externe Faktoren – insbesondere die räumliche Gestaltung des Unterrichtsraums – die Interaktion im Unterricht erheblich beeinflussen und in einigen Fällen einschränken können. Demgegenüber wirken andere Faktoren, wie die verwendeten Lehrwerke sowie ergänzende Materialien, interaktionsfördernd, insbesondere wenn sie differenziert und kreativ eingesetzt werden. Eine flexiblere und stärker anpassungsfähige Gestaltung der Unterrichtsräume könnte bestehende Einschränkungen deutlich reduzieren. Dies würde nicht nur zu einer effizienteren Organisation der Unterrichtsabläufe beitragen, sondern auch Lehrkräften und Lernenden ermöglichen, müheloser zwischen Einzel-, Partner- und Gruppenarbeitsphasen zu wechseln. Insgesamt wird deutlich, dass räumliche Flexibilität einen zentralen Einflussfaktor für die effektive Nutzung unterschiedlicher Sozialformen darstellt und somit einen wesentlichen Beitrag zur Steigerung der Unterrichtsqualität leisten kann.

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